

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 523
COURSE TITLE, SEMESTER AND YEAR: GENERALIST FIELD SEMINAR, FALL 2019
INSTRUCTOR: Ronni Zuckerman
School of Social Work
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OFFICE HOURS: Mondays, 12:00pm-2:00pm

COURSE DESCRIPTION:

Assists students in integrating and applying classroom learning with the generalist field practicum. Opportunities are provided for case presentation, discussion and peer consultation.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Identify in their agencies, the knowledge and skills common to interventions with individuals, families, groups, organizations and community systems including assessment, planning, intervention and evaluation;
2. Describe their personal beliefs and values as a social worker and recognize the importance and impact of professional values through working with diverse client populations;
3. Recognize and discuss ethical implications in relation to professional practice;
4. Demonstrate understanding and respect for differences including, gender, gender expression, class, age, culture, religion/spirituality, lifestyle, disability and sexual orientation differences, and how these factors influence the client system;
5. Identify and continually assess appropriate learning goals for the field placement that reflect an assessment of personal strengths, current level of skill and knowledge in the profession, and intended professional growth;
6. Give and receive feedback constructively while developing insight into one's own professional behavior;

7. Understand how supervision is used to meet agency and school performance and productivity requirements;
8. Maximize collaboration and group cohesiveness by sharing, responding and supporting others in seminar;

EXPANDED DESCRIPTION:

This course is intended to help students apply generalist knowledge of social work skills, values and ethics to practice and to assist students in integrating classroom learning with the direct experience of the practicum. The generalist Field Seminar will provide the student with learning opportunities that complement generalist academic courses, and provide a basis for generalist practice. In this context, students will be expected to develop and discuss knowledge, understanding and skills concerning relationships with clients, supervisors, coworkers and external organizations. In addition, students will be expected to develop a Generalist understanding of the context of social work practice as it relates to diversity, multiculturalism, social change and social justice. In the Generalist Field Seminar, students will share learning experiences across a variety of field sites. Students will be active learners in group process and group leadership skills. Lastly, students will discuss and understand the professional use of self in the social work role.

REQUIRED TEXTS/READINGS:

UNC-CH School of Social Work, Field Education Program Manual 2019-2020– available online here: <https://ssw.unc.edu/files/pdf/final2019-2020workingfieldmanual0806192.pdf> .

Valverde, L. (2004). Still marginalized after all these years. *Journal of Hispanic Higher Education*, 3(3).

Other required readings will be posted on Sakai.

TEACHING METHODS:

Generalist Field Seminar meets seven times during the semester. One objective of the small group meetings is to provide students with the opportunity to participate in a group experience with their seminar leader, and to learn about group process and their personal group interactions. The success of the small group depends on the development of a supportive learning environment; reflecting the values of the social work profession is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. Your contributions to making this a safe and respectful class for learning and growth will be appreciated.

GRADING SYSTEM

H = 94-100

P = 80-93

L = 70-79

F = 69 and below

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student's responsibility to initiate a conversation with the instructor to request an Incomplete—instructors have no responsibility to give an Incomplete without such a request.

One point per day (including weekends) will be deducted for late assignments. No assignments will be accepted after one week from the due date.

POLICY ON ACADEMIC DISHONESTY

Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". It is expected that all assignments abide by the UNC Honor Code.

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

ACCESSIBILITY AND RESOURCES SERVICES

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach

out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN SEMINAR

The use of electronic devices in the seminar is prohibited. Exceptions will be made only for students with written documentation of a disability. For these students the use of electronic devices for non-class related activities (e.g. checking email, playing games) is strictly prohibited.

WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

TRAUMA CONTENT

This course includes some intense content related to traumatic events experienced by children, adolescents, and/or adults. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children/adults experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate

support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material, and utilizing alternative assignments when determined to be beneficial.

COURSE OUTLINE

Seminar	Date	Topic	Assignment Due
1	August 23	Welcome and Ice-breaker Review of Community Commitments Overview of seminar	
2	September 6	Peer consultation Topic: Supervision	• New Beginnings Reflection
3	September 20	Peer consultation Topic: Self-Care and Wellness	
4	October 4	Peer consultation Topic: Diversity	• Reading: Valverde, L. (2004). Still marginalized after all these years. <i>Journal of Hispanic Higher Education</i> , 3(3). • Self-care Reflection
5	November 1	Peer consultation Topic: Ethics & Documentation	
6	November 8	Peer consultation Topic: Best Practices	
7	November 22	Peer consultation Agency gift discussion End of semester evaluations	• End-of-the Semester Reflection • Continuing Education

COURSE ASSIGNMENTS:

Assignment	Point value	TOTAL
1. Attendance & Participation – 7 seminar meetings	5 each	35
2. Essays: New Beginnings Reflection	15	15
Self-Care Reflection	15	15
End of Semester Reflection	15	15
3. Continuing Education Workshops– attend 2	5 each	10

4. Agency Gift (due the first seminar of Spring semester)	NA	NA
TOTAL		90

ASSIGNMENT 1 - ATTENDANCE AND SEMINAR PARTICIPATION:

Attendance is crucial to both your learning experience and the learning of your peers. Students are expected to attend all seminars, to be on time and to stay for the duration of the class. Students with more than one absence will not earn an H. It is your responsibility to notify the instructor in advance if you will miss a seminar. Each seminar is worth five points. Students will earn zero points when absent.

Participation by each student is essential. The following matrix will be used to measure class participation. Class attendance & participation accounts for 39% of the course grade. The responsibility for class discussion is shared by the instructor and the students. Class participation includes being prepared to discuss readings, findings and assignments, sharing ideas, information and insights from the field education experience and providing follow-up discussion on points raised by other members of the seminar.

Grading Rubric for Attendance and Seminar Participation

Point range	Level of engagement in class; listening skills, respectful behavior and class preparation
4 - 5	Student contributes to discussion by frequently offering ideas and asking questions; student contributes and responds to ideas of other students; student is always respectful of the contributions of other students
3 - 4	Student occasionally contributes to discussion by offering ideas, asking questions and responding to other students; student consistently demonstrates engagement in discussion by respectfully listening to others and through other verbal and nonverbal behaviors
2 - 3	Student sometimes contributes to class discussion; student sometimes demonstrates engagement in discussions by contributing to the discussion and by listening respectfully
1 - 2	Student rarely contributes to class or asks questions and does not appear engaged in discussion
0	Did not attend class

ASSIGNMENT 2 - REFLECTION ESSAYS:

All assignments will be submitted to the instructor using the Sakai drop-box feature. There will be three reflective writing essays. Essays are to be at least 300 words in length.

Grading Rubric for Essays

Point value	Elements of essay		
	Connections (Comprehension & Application)	Ideas (Synthesis)	Writing
15 Outstanding	There is a strong connection to practice	Ideas are well developed and synthesized	Professional language is consistently used; no more than one grammatical or spelling error; appropriate application of APA style if references or citations used
14	A combination of outstanding (↑) and acceptable (↓) element criteria		
13 Acceptable	Essay makes a limited connection to practice	Ideas are beginning to develop and synthesize	Professional language is inconsistently used; two to three grammatical or spelling errors; inconsistent application of APA style if references or citations used
12	A combination of acceptable (↑) and below expectations (↓) element criteria		
11 & below Below Expectation	Essay makes minimal connection to practice	Ideas are not sufficiently developed or synthesized	Professional language is not developed; four or more grammatical & spelling errors; did not comply with APA style if references or citations used
0	Did not submit assignment		

Essay 1 – New Beginnings Reflection

New Beginnings Reflection essay is due by the second seminar on Sakai.

Reflect upon each of the following questions.

1. Review the Generalist LACE (Learning Agreement & Competency Evaluation). Which competency areas are strengths for you? Which areas need further development? Were there any surprises?
2. Which skills do you want to focus on during your Generalist year?
3. Review the syllabi for all of your classes this semester. Which discussion topics, readings, and assignments most directly apply to your personal learning goals?
4. Which of the learning opportunities that exist within your field placement most intrigue you? Which apply most directly to your personal learning goals?

Essay 2¹ – *Self-Care Reflection*

Students may submit the *Self-Care Reflection* essay between October 1 and October 31. Instructions will be posted on Sakai.

Essay 3¹ – *End-of-Semester Reflection*

End-of-Semester Reflection essay is due in Sakai Drop-Box on the last day of seminar. Instructions will be posted on Sakai.

ASSIGNMENT 3 - CONTINUING EDUCATION WORKSHOPS:

Generalist seminar students are required to attend two continuing education workshops during the fall semester. There are many workshops offered here at the School including the Clinical Lecture Series, Focus on the Family, and the Leadership Series. Students must complete and turn in the form, *Continuing Education Workshops* (last page of this syllabus), no later than the last day of seminar.

Continuing education workshops taken outside of the School of Social Work are encouraged but must be approved by your field seminar professor in advance. We utilize the honor system for documentation of attendance. In support of the honor system for the Continuing Education Workshop assignment, students will have arrived at the start of the workshop and remained for its entirety.

ASSIGNMENT 4 – AGENCY GIFT:

In the spring semester, students are required to complete an agency-specific community, management, and policy practice (macro) gift. Examples of possible projects are: developing a media campaign or public service announcement; writing a grant; planning a fund raising event or a community awareness event; developing a needs assessment survey or evaluation instrument, a resource directory, an agency safety plan, or a training; writing a brochure, a new policy, or an article for the newspaper or internal newsletter; researching and presenting best practices on a service area or population. The agency gift, which is a macro practice project, is to be included in the development of the Generalist Learning Agreement. The agency gift should be planned in consultation with the field instructor/task supervisor and field faculty. An *Agency Gift Proposal* will be due the first seminar of the spring seminar so planning with the field instructor should begin in the fall semester and be included in the Learning Agreement, although completion of the project itself is not due until the end of the spring semester. The student will need to present the agency gift to the agency and in class to their seminar group by mid-April.

¹ Alternate Essay Option – Student may replace either Essay 2 or Essay 3 of the above assigned essays. The topic area will be of the student's choosing (e.g. exploring a specific challenge with clients, a current social justice issues). Students may use this option once.

Continuing Education Workshop Opportunities at the School of Social Work

Numerous workshops and colloquia are presented at the School throughout the year and will be posted on the School's Google calendar that can be accessed through the School's website

The Clinical Lecture Series offers monthly lectures by innovative practitioners to enhance the clinical curriculum for students, graduates and practitioners. The Clinical Lecture Series events take place in the auditorium of the Tate-Turner-Kuralt Building. All lectures take place on Mondays from 12 noon to 2 pm. The CLS is free for students, faculty, field instructors, and task supervisors; however, pre-registration is required <http://cls.unc.edu/>. This webpage also has detailed descriptions of the lecture topic.

Clinical Lecture Series

Sept 23 – *Skill in Action: The intersection of yoga and social justice*. Michelle Johnson, LCSW.

Oct 21 – *Teamwork in Recovery: Engaging couples in the treatment of eating disorders*. Jennifer S. Kirby, PhD and Camden E. Matherne, PhD

Nov 4 - *Treating trauma in children and their families*. Nancy Berson, LCSW

Focus on the Family Series

September 10 - *Demystifying Dyslexia: Breaking Down Barriers and Developing Common Language*, Lynne Loeser, LD/ADHD Statewide Consultant Exceptional Children Division, NC Dept. of Public Instruction

October 8 - *Transition to Adulthood – Housing, Employment and Other Disability Issues* Carol Conway, Chair, Parent Advocates for Adult Children with IDD (PACID) and Susan Lombardo, Transition Facilitator, Chapel Hill-Carrboro Schools

October 29 - *Neurodiversity and Post-Secondary Students with Autism Spectrum Disorders*, Glenna Osborne, Director of Transition Services, UNC TEACCH Autism Program, Greensboro Clinic, University of North Carolina at Chapel Hill

November 18 - *Non-Stereotypical Presentations of Neurodiversity*, Panelists: Caroline Garrett, BA, BSW, RBT, Nat Hollister, BS, Molly Marus, BA, Danyale Sturdivant, MSSW, LCSW. Facilitator: Sherry Mergner, MSW, LCSW UNC Chapel Hill School of Social Work Neurodiversity Student Caucus

Other

NASW has several online continuing education options. If you take an online course, please print confirmation of attendance.

Special note: Student Services sponsors a series of professional development workshops. These workshops do not meet the continuing education requirement for this course.

Continuing Education Workshops Attended

Total of 10 points (5 points each)

1. Title of Workshop or Presentation: _____

Facilitator: _____

Date of Workshop: _____

2. Title of Workshop or Presentation: _____

Facilitator: _____

Date of Workshop: _____

Honor Code

It is the responsibility of every student to:

- Obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity;
- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

I, _____,
(Printed Name of Student)

attended the workshops (in entirety) listed above.

(Signature of Student)

Field Faculty Name _____