

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

COURSE NUMBER: SOWO 523 Section 958
SEMESTER: Fall 2020
COURSE TITLE: Generalist Field Seminar I
INSTRUCTOR: Annamae T. Giles, MSW, LCSWA
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OFFICE HOURS: By appointment

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 with, responding to, and supporting others in seminar.

COURSE OUTLINE

Seminar	Date	Topic	Assignment Due
1	August 21	Welcome and energizer Develop group commitments Review syllabus Getting started in field	
2	September 4	Peer consultation Topic: Supervision	• New Beginnings Reflection due <i>Wednesday, 9/16</i>
3	September 18	Peer consultation Topic: Diversity & Culture Humility	• Reading: Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. <i>Smith College Studies in Social Work, 81</i> (2-3), 132-166.
4	October 2	Peer consultation Topic: Self-care & Provider Resilience	• Self-Care & Provider Resilience Reflection due <i>Wednesday, 10/14</i>
5	October 16	Peer consultation Topic: Ethics & Documentation	
6	October 30	Specialization Field Planning Orientation	
7	November 6	Peer consultation Agency gift discussion	• End-of-the Semester Reflection due <i>Wednesday, 11/11</i> • Continuing Education form & certificates due <i>Wednesday, 11/11</i> (uploaded to Drop Box in Sakai)

CLASS ASSIGNMENTS:

Assignment	Point value	TOTAL
1. Attendance & Participation – 7 seminar meetings	5 each	35
2. Essays: New Beginnings Reflection Self-Care & Provider Resilience Reflection End-of-Semester Reflection	15 each	45
3. Continuing Education Workshops– attend 4 hours total	2.5 each hour	10
4. Agency Gift Proposal (due early in spring semester)	N/A	N/A
TOTAL POINTS		90

NOTE: Points do not add up to 100, but Sakai will calculate your grade based on 90 points
Class assignments are subject to change.

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

Participation by each student is essential and includes audio and video presence by having each participant's microphone and camera functions enabled throughout each class. The matrix below will be used to measure class participation. Class attendance and participation account 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 assignments and any readings; 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 sometimes 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 occasionally 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

2. Reflection Essays:

All assignments will be submitted to the instructor using the Sakai Drop Box feature. There will be three reflective writing assignments. Essays are to be at least 300 words in length. One point per day (including weekends) will be deducted for late postings. No postings will be accepted after one week from the due date.

Grading Rubric for Written Assignments

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 anything		

Essay 1 – *New Beginnings Reflection*

This essay is due in Sakai Drop Box by the date listed in the Course Outline section above.

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 field experience?
3. Review the syllabi for all 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 setting most intrigue you? Which apply most directly to your personal learning goals?

Essay 2 – *Self-Care & Provider Resilience Reflection*

This essay is due in Sakai Drop Box by the date listed in the Course Outline section above.

As you reflect on what good self-care includes in the context of social work practice, consider the following dimensions: Mind, body, emotions, spirit, work/field, and relationships. Then answer the following questions:

1. Why is self-care & provider resilience important for you as a current field student and future social worker?
2. How might agency culture impact self-care & provider resilience?
3. What are your strengths in terms of self-care?
4. Where are there gaps in your self-care and how might you address these?

Essay 3 – *End-of-Semester Reflection*

This essay is due in Sakai Drop Box by the date listed in the Course Outline section above.

Please thoroughly and thoughtfully answer **one** of the following question sets.

1. What have you learned in field that has been most meaningful for you? Why has this been particularly meaningful? How has this coalesced with your classroom learning? What might you do differently in field now that you have participated for several months? What have you learned about yourself?
2. Reflect on your achievements in field during the first semester. What makes you most proud? What might you change if you had to begin again? What do you want to focus on during your second semester in field?

Alternate Essay Option – Students planning for a summer block placement and therefore not currently in a field placement may replace Essay 3 with an alternate assignment. The topic area should be directly related to social work practice but can be of the student’s choosing (e.g. exploring a specific challenge with clients, a current social justice issue).

3. Continuing Education Workshops:

Generalist seminar students are required to complete four hours of continuing education workshops during the fall semester. There are several 2-hour lecture series events offered at the School of Social Work in Chapel Hill that are free for students and may be live-streamed as synchronous webinars, including the **Chapel Hill Clinical Lecture Series** and the **Focus on Family and Disability Seminar Series**. To view and access any of these events, please go to: <https://cls.unc.edu/clinical-lecture-series/> and click on “Lunchtime Series.” Current offerings for Fall 2020 include:

- Monday, Sept. 21, 12-2p – If your clients are not talking about racism — What are you doing wrong? with Monica Williams, Ph.D.
- Monday, Oct. 12, 12-2p – The Psychotherapeutic Potency of Hip Hop with Andrew Watkins, LCSWA
- Friday, Oct. 30, 12-2p – Clinical Praxis: Applying a social-justice lens to direct practice with clients with Rani Varghese, MSW, Ed.D.

There are also free and low cost online asynchronous workshops offered through the various **Area Health Education Centers (AHECs)** throughout the state. To view online offerings through AHEC go to <http://www.aheconnect.com/newahec/courses.asp> to search their workshop offerings. There are also free online continuing education offerings available to student members of NASW-NC. **Any other continuing education workshops taken outside of the School of Social Work’s Clinical Lecture or Families & Disabilities Seminar Series, the AHEC system, or NASW-NC must be approved by your field seminar instructor in advance, including those offered by your field agency.** We utilize the honor system for documentation of this course requirement. In support of the honor system for the Continuing Education Workshops, students need to arrive at the start of the workshop and remain for its entirety. Students must complete and upload to Drop Box the *Continuing Education Workshops* form (last page of this syllabus) with accompanying certificates of attendance by the due date listed in the Course Outline section above.

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 early in the spring semester** so planning with the field instructor should begin in the fall semester and be included in the Learning Agreement, although completion of the actual 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 in April.

EXPANDED COURSE 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 READINGS:

UNC-CH School of Social Work, Field Education Program Manual 2020-2021– available online in SSWiS under the Help section, under References (Students) section.

Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*(2-3), 132-166.

Any other required readings will be posted to 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 are essential.

GRADING SYSTEM

H = 100-94 P = 93-74 L = 73-70 F = 69 and below

POLICY ON LATE ASSIGNMENTS AND INCOMPLETES

One point per day (including weekends) will be deducted for late assignments. No assignments will be accepted after one week from the due date. 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 seminar instructor to request an Incomplete; instructors have no responsibility to give an Incomplete without such a request.

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: ***"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.

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 at 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 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

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance](#), [Report and Response Coordinators](#), [Counseling & Psychological Services](#) (confidential), or the [Gender](#)

[Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON THE USE OF ELECTRONIC DEVICES IN SEMINAR

Electronic devices in seminar should only be used for attendance and participation purposes. The use of electronic devices for non-class related activities (e.g. checking texts or 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 may include 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 and provider resilience strategies in field, during class sessions, and when reading and/or completing assignments for class. Students may have strong reactions that are better processed outside of the classroom and with support from the instructor as appropriate or with professional support. If students experience significant distress, please notify the instructor. The instructor will seek to foster a supportive classroom environment in which learning may occur.

Community Standards in Our Course and Mask Use (*note our class will be meeting remotely this Fall*) This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

Continuing Education Workshops Attended
Total of 10 points (2.5 points per workshop hour)

Student Name: _____

1. Workshop Title: _____

Presenter: _____

Location: _____

Date: _____

Hours Earned: _____

2. Workshop Title: _____

Presenter: _____

Location: _____

Date: _____

Hours Earned: _____

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.

My signature below attests that I arrived at the start of each workshop listed above and remained present for the entirety of each workshop.

Signature of Student

Date

NOTE: Please duplicate page if needed for additional workshops.