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

COURSE NUMBER: SOWO 524.095
COURSE TITLE, SEMESTER AND YEAR: **GENERALIST FIELD SEMINAR, SPRING 2021**

INSTRUCTOR: **Karon F. Johnson, MSW, LCSW**
School of Social Work
Campus Box 3550
325 Pittsboro Street, Chapel Hill, NC 27599-3550
Phone number: 919-962-6529
Fax:
Office:
Email:

OFFICE HOURS:

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 practicum, 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 2020-2021– available online:

Other required readings will be posted on the course Sakai site.

TEACHING METHODS:

Spring Generalist Field Seminar meets six 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 = 74-93
L = 70-73
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.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN SEMINAR

We know that the Zoom learning environment is not optimal for everyone, or for certain courses. Additionally, this course is held at a time of day when many intervening factors may impede student ability to be fully engaged. While it is helpful to see each other for better interaction, ***know that it is not mandatory to keep your camera on during class.*** Please do the best you can given your unique circumstances.

.

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 ASSIGNMENTS:

Assignment	**Point value**	
1. Attendance and Seminar Participation – 6 seminars	5 points each	30
2. Agency Gift Proposal	15 point	15
3. Case summary & presentation	25 points	25
4. End-of-year Reflection	15 points	15
5. Continuing Education Workshops – attend 2	5 points each	10
TOTAL		***95**

*Note that points do not add up to 100, but Sakai will calculate your grade based on 95 points.

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 – AGENCY GIFT PROPOSAL:

Generalist students are required to develop a proposal for an agency gift. The gift must be a tangible product that will improve or benefit the services the agency provides to the community and should be planned in consultation with the Field Instructor/ Task Supervisor and assigned Field Faculty member. The gift should meet the dual foci of a product that the agency would want to receive (i.e., is developed in collaboration with the agency) and one that will maximize the individual student's interests. The student will present the agency gift to the agency and the seminar group by the end of the spring semester. Time to develop the gift should be provided as a part of the field placement during the spring semester.

Ideas for possible gifts are (but are not limited to): developing a media campaign or PSA; 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; or developing and presenting a training.

The agency gift proposal is due the evening after the first seminar (1/22/2021 at 11:59 pm).

Point value	Elements of the proposal		
	Title & Rationale How will the agency benefit from this gift?	**Description** of proposed gift	**Timeline** for completion, minimum of three time points
15 Outstanding	Proposal thoroughly answers the question or explains why question was not answered	Ideas are well developed and synthesized; professional language consistently used; follows APA formatting; no more than one grammatical or spelling error.	Proposal offers a detailed, realistic timeline for completion of the project.
14	A combination of outstanding (↑) and acceptable (↓) element criteria		
13 Acceptable	Proposal partially answers the question	Ideas are beginning to develop and synthesize; professional language inconsistently used; inconsistent application of APA; 2-3 grammatical or spelling errors.	Timeline offered lacks specificity or is unlikely to be completed by end of school term.
12	A combination of acceptable (↑) and below expectations (↓) element criteria		
11 & below Below Expectation	Proposal does not answer the question	Ideas are not sufficiently developed or synthesized; professional language is not developed; did not comply with APA formatting; 4 or more grammatical or spelling errors.	There is no timeline
0	Did not submit anything		

ASSIGNMENT 3 – CASE SUMMARY & PRESENTATION:

In many social work settings, social workers are called upon to present on cases or issues in interdisciplinary teams, treatment teams, peer supervision groups, and other collaborative meetings. The purpose of the case presentation is to clarify your assessment of a direct practice client case or a macro practice situation and brainstorm solutions to challenging aspects of the case/situation.

This assignment is designed to give you an opportunity to develop and present a succinct case presentation to your peer group in Seminar. You will write up a summary in advance about your client or macro situation following the format below. The written summary should not be longer than approximately 4 double-spaced pages using Times New Roman 12-point font and 1" margins (please

use a title page but references are not necessary). **You need to develop and specify a question about the case/situation to pose in seminar** while considering what type of feedback you are wanting from your colleagues. For example, you may want to present a case **or** CMPP practice situation involving one of the issues below:

- A case/situation that challenges your personal beliefs and values such that you need help separating your professional stance from your personal stance; or
- A case/situation with ethical implications which you are struggling with in relation to professional practice; or
- A case/situation in which you need help understanding the implications of a diversity issue (such as gender, gender expression, class, age, culture, religion/spirituality, lifestyle, disability or sexual orientation) on assessment or interventions; or
- A case/situation where you have come to an impasse and feel unsure how to proceed.

As you prepare, think about what you already know in relation to this case/situation, what you need to know, and how you will proceed to clarify the issue for feedback in seminar. In your written summary and oral presentation, identify how aspects of oppression may be impacting the case or situations itself and/or your conceptualization of it.

Please select one set of the following formats, depending on whether you choose to a present a client case or macro situation. You should be prepared to succinctly present the case or situation and your consultation question in 5-7 minutes, leaving approximately 10 minutes for peer consultation during Seminar. The due date for this assignment is determined by sign-up at the beginning of the spring semester. It is each student's responsibility to keep up with their due date to present in seminar and submit their written summary to the assignment section in Sakai.

Format for Written Summary of Direct Practice Case		**Format for Written Summary of Macro/ CMPP Issue**
Your agency & basic information about client system		Your agency & basic information about agency mission
Presenting issues and concerns		Presenting issue and concerns
What is your role in the case?		What is your role regarding this issue?
Relevant history		Relevant history
Relevant aspect(s) of oppression		Relevant aspect(s) of oppression
Summary of current interventions		Summary of current strategies
Policy consideration(s) related to the case		Policy consideration(s) related to the issue
Specify the question you will pose to your Seminar peers		Specify the question you will pose to your Seminar peers

Grading Rubric for Case Presentation

		Points
Oral Presentation	Concise presentation of the essential elements of the case or practice situation, providing Generalist for group to understand the issue or concern	6
	Presentation of question for group consultation including clarity, appropriateness, and professionalism (professional in language and tone)	2
	Stayed within time limit	2
Written Summary	Adequately and concisely covered essential elements of the case or practice situation	8
	Clarity and organization of information	2
	Quality of question for consultation (clarity, relevance, depth)	3
	Writing quality	2
Total Points		**25**

ASSIGNMENT 4 – END-OF-YEAR REFLECTION ESSAY

Reflection questions will be handed out in Seminar 5

ASSIGNMENT 5 – CONTINUING EDUCATION WORKSHOPS:

Generalist seminar students are required to attend three hours of continuing education during the spring semester. There are many workshops offered here at the School including the Clinical Lecture Series 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 must be approved by your field advisor in advance. We utilize the honor system for documentation of this course requirement. In support of the honor system for the Continuing Education Workshops, students will have arrived at the start of the workshop and remained for its entirety.

COURSE OUTLINE

Seminar	Date	Topic	Due Dates
1	January 15/22	Semester Check-in and Overview Peer consultation	Agency Gift Proposal due on Sakai
2	January 29 /February 5	Peer consultation Case presentations	Written case summaries will be due on the date of your in-class oral presentation.
3	February 12/19	Peer consultation Case presentations	
4	February 26 /March 19	Peer consultation Case presentations	
5	March 26/April 9	Peer consultation Case presentations	
6	April 16/23	Peer consultation Presentation and discussion of agency gift	Reflection Post Due

Professional Development Workshop Opportunities at the School of Social Work[1]

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

Clinical Lecture Series

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://ssw.unc.edu/sswevents/. This webpage also has detailed descriptions of the lecture topic.

Spring 2021 Clinical Lecture Series Schedule:

- Monday, Jan 25 – *Diagnosis and Treatment in Cultural Context*, April Harris-Britt, Ph.D.
- Monday, Feb 22 – *Eating Disorder Risks and Strategies during the Covid-19 Pande*mic, Rachel Goode, Ph.D., MPH, LCSW; Charlynn Small, Ph.D. & Mazella Fuller, Ph.D.
- Monday, March 22 – *The Professional is Political: Ethical nuances in providing transgender affirming mental health care;* Raye Dooley, MPH, LCSWA
- Monday, April 12 – *Living Ethics: A Cross-Cultural Perspective*; Karon Johnson, LCSW

Spring 2021 Focus on the Family Series Schedule:

- January 12, 2021 – *Diversity in Neurodivergence: Girls and Women with Autism*; Caroline Garrett, MSW, Clinical Social Worker, Autism Self-Advocate
- February 9, 2021 – *Connections Matter: Building caring connections to improve resiliency*; Taylor McDonald, Partnership Engagement Manager | Prevent Child Abuse North Carolina
- March 9, 2021 – *Parenting a Child of Color on the Autism Spectrum*; Danyale Sturdivant, MSSW, LCSW, Licensed Clinical Social Worker, Parent Advocate
- April 13, 2021 – *Supportive Care Needs of Parents and Caregivers of Children who have Rare Diseases*; Sharon King, President, Taylor's Tale Public Charity and Grassroots Organization

Other Continuing Education Opportunities

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

[1] **Special note:** Student Services sponsors a series of professional development workshops. These are not continuing education opportunities thus cannot count as a CE workshop.

Continuing Education Workshops Attended
(Two workshops with a minimum total of 3 contact/credit hours)

1. Title of Workshop or Presentation_____

   Facilitator:_____

   Date of Workshop:_____Contact Hours:____

2. Title of Workshop or Presentation_____

   Facilitator:_____

   Date of Workshop:_____Contact Hours_____

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 entire workshops listed above.

_____
(Signature of Student)

Field Seminar Faculty_____