

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

COURSE NUMBER: SOWO 524 Section 958
SEMESTER: Spring 2021
COURSE TITLE: Generalist Field Seminar II
INSTRUCTOR: Annamae T. Giles, MSW, LCSWA
(336) 918-7124 (cell)
Email- annamae@email.unc.edu
LOCATION: Zoom (see Sakai for link)
OFFICE HOURS: Fridays during non-class hours and by appointment

COURSE DESCRIPTION:

Assists students in integrating and applying classroom learning with the generalist field practicum. Opportunities are provided for inquiry-based learning, 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; and
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: <https://ssw.unc.edu/wp-content/uploads/sites/509/2019/11/Field-Manual-2020-2021.pdf>

COURSE OUTLINE

Seminar	Date	Topic	Due Dates
1	January 15	Review of Group Norms Case presentations Peer consultation	1. Agency Gift Proposal due 2/3 (<i>Wednesday</i>) on Sakai 2. Written case summaries will be due on the date of your in-class oral presentation.
2	February 5	Case presentations Peer consultation	
3	February 19	Case presentations Peer consultation	
4	March 5	Case presentations Peer consultation	
5	March 26	Peer consultation	Reflection Assignment due 4/14 (<i>Wednesday</i>)
6	April 16	Peer consultation Presentation and discussion of agency gift	1. Present summary of Agency Gift in seminar 2. Continuing Education Workshop form(s) & certificates due

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 presentation	25 points	25
4. End-of-year Reflection	10 points	10
5. Continuing Education Workshops – 4 hours total	2.5 points each	10

TOTAL**90**

Note that points do not add up to 100, but Sakai will calculate your grade based on 90 points.

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. Students with more than two absences will not earn a P. It is your responsibility to notify the instructor in advance if you will miss a class. Each class is worth five points.

Participation Rubric	
Point range	Level of engagement in class; listening skills, respectful behavior, and class preparation
5.0 – 4.0	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
4.0 – 3.0	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
3.0 – 2.0	Student occasionally contributes to class discussion; student sometimes demonstrates engagement in discussions by contributing to the discussion and by listening respectfully
2.0 – 1.0	Student rarely contributes to class or asks questions and does not appear engaged in discussion
0	Did not attend class

Participation by each student is essential. The matrix above will be used to measure class participation. Class participation accounts for 33% 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 and any readings; sharing ideas, information, and insights from the field education experience; and providing follow-up discussion on points raised by other members in seminar.

2. Agency Gift Proposal:

The agency gift is an agency-specific community, management, and policy practice (macro) project that is presented to the student's field agency by the end of the semester. In order to ensure students are planning ahead in allowing sufficient time throughout the spring semester to work on the agency gift, students are required to **submit an Agency Gift Proposal to Sakai in DropBox**. The rubric below should be used to guide formatting of the proposal. There is no required word minimum, but all elements below must be addressed. In addition, the student will **present the agency gift to the agency by the end of the semester and to the seminar group on the last seminar class**.

Grading Rubric			
Point value	Title & Rationale How will the agency benefit from this gift?	Description of proposed gift	Timeline for completion
15 Outstanding	Proposal thoroughly answers the above 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 semester
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		

As a reminder, the agency gift was to be included in the development of the Generalist Learning Agreement and should be a tangible product that will be of benefit to the agency. 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 content for a brochure, a new policy, or an article for a newsletter; or researching and presenting best practices on a service area or population. The agency gift should be planned in consultation with the field instructor and/or task supervisor and field faculty. The gift should meet the dual foci of a product that the agency would like to receive (i.e., is developed in collaboration with the agency) and one that will maximize the individual student's interests. Time to develop the gift should be provided as a part of the field placement during spring semester. The agency gift is independent of classroom assignments (e.g. students may not use a project completed for a course assignment as their agency gift).

3. Case Summary of a Direct or Community, Management, Policy Practice Issue and Oral 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 end of the fall semester. It is each student’s responsibility to keep up with their due date to present in seminar and submit their written summary to Drop Box 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	Earned
Oral Presentation	Concise presentation of the essential elements of the case or situation, providing foundation for group to understand the issue or concern	6	
	Presentation of question for group consultation including clarity, appropriateness, and professionalism (i.e., professional in language and tone)	2	
	Stayed within time limit	2	
Written Summary	Adequately and concisely covers essential elements of the case or situation	8	
	Clarity and organization of information	2	
	Quality of question for consultation (i.e., clarity, relevance, depth)	3	
	Writing quality	2	
Total Points		25	

4. End-of-Year Reflection Assignment

The End-of-Year Reflection Assignment should be at least 300 words in length. You should review and reflect on the fall and spring semesters in field cumulatively. What has changed for you over time in terms of knowledge and understanding about yourself and the profession? How will those changes influence your Concentration placement experience and your future practice as a social worker?

Please thoroughly and thoughtfully **address TWO of the following areas; be sure to clearly identify which two you are selecting:**

- Self-understanding- Describe at least one area of self-knowledge where you have developed a greater understanding (through your field placement and/or your classes). How will you use this increased self-knowledge in your work with client systems in the future? How will you use it as a strength as a social work professional?
- Ethics- How did you see ethical issues play out in your field placement? How has your understanding of the Code of Ethics changed during the year? What ethical issues might you anticipate in your chosen social work career?
- The social work profession and your place within it- How has your image of the social work profession changed? Are you still imagining that you will do the same type of social work in the future that you imagined previously or has your vision of your future career changed? What experiences influenced your career expectations?
- Translating theory into practice- What have been highlights for you in learning more about specific skills or theory? How were you able to apply this classroom knowledge to your field experiences? Cite at least two specific examples and describe how these experiences have influenced your specific career interests.
- Social justice- A core value of the social work profession is promoting social justice for vulnerable and oppressed individuals and groups. How have experiences in your field placement impacted your awareness of social justice issues? Please describe these experiences and their influence on your understanding of the profession.

Point value	Grading Rubric for Reflection Assignment			
	Thoroughness	Connections (Comprehension & Application)	Ideas (Synthesis)	Writing
10.0 Outstanding	Student thoroughly answers the questions	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 citations and references used
9.0	A combination of outstanding (↑) and acceptable (↓) element criteria			
8.0 Acceptable	Student partially answers the questions	Reflection makes a limited connection to practice	Ideas are beginning to develop and synthesize	Professional language is inconsistently used; two to three grammatical & spelling errors; inconsistent application of APA style if citations and references used
7.0	A combination of acceptable (↑) and below expectations (↓) element criteria			
< 7.0 Below Expectation	Student does not answer the questions	Reflection 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 and citations used
0	Did not post anything			

5. 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 Spring 2021 include:

Spring 2021 Clinical Lecture Series Schedule:

- Monday, Jan 25, 12-2p – Diagnosis and Treatment in the Cultural Context with April Harris-Britt, Ph.D.

- Monday, Feb. 22, 12-2p – Eating Disorder Risks and Strategies During the Covid-19 Pandemic with 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 with Raye Dooley, MPH, LCSWA
- Monday, April 12 – Living Ethics: A Cross-Cultural Perspective with 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

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.

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 are essential.

GRADING SYSTEM

H = 94-100 P = 74-93 L = 70-73 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. The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. 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. Resources regarding plagiarism can be found here: <https://guides.lib.unc.edu/plagiarism>. 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 APA Style Writing Resources page on the School's website <https://ssw.unc.edu/academics/resources/apa-style-and-writing-resources/>

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.

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 use another page if needed for additional workshops.