THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 542 – Generalist Field Practice Full Time I
Section 005    CRN 43586
2 credit hours
Fall 2019

Instructor: Carmen Reese Foster, LMSW, LSSW
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Phone: 615-782-3398
Office Hours: Via zoom by appointment
LIVE ZOOM Sessions: 8/28, 9/11, 9/25, 10/23, 11/20 (5-6:30PM CST)

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Student Field Placement Contract.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee, Knoxville Student Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.
Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This is a required generalist course. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting. For the first part of the semester, students attend an intensive field seminar. This seminar is intended to prepare students for their first field agency experience. During the second part of the semester, students commence the agency experience and continue with a seminar. The focus of the seminar shifts to processing and integration of the field agency experience and academic coursework.

As students begin the agency experience, they will be focused on orienting to agency programs, policies, and procedures. Given the short duration of the fall semester placement and the need for students to focus on orienting to the agency setting, students will address only three competencies and associated practice behaviors on their learning plans. These competencies are addressed through required and agency-specific assignments listed on the learning plan.

Generalist Field draws upon the content of all other generalist courses as the student uses the field agency experience to identify, apply, practice, and integrate generalist social work knowledge and skills. Through provision of client services, students refine direct practice skills. In the field agency setting, students are also able to identify and integrate knowledge of social, economic, and political environments, social welfare policy, and develop advocacy skills to advance social justice for at-risk populations. This course enables students to develop a beginning awareness of issues of diversity and oppression in direct and indirect practice contexts and activities.

Course Rationale
Generalist Field is critical to the students’ capacity to integrate the broad knowledge base required for effective generalist social work practice regardless of setting. The field practicum experience enables students to identify and respond to issues of social justice and diversity and use an ethical, ecological approach to solving real client problems. The generalist field courses
lay the essential groundwork of generalist practice competencies preparing students to progress to concentration field experiences.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate the following competencies through seminar and agency-based activities, assignments:

1. **Demonstrate ethical and professional behavior.**
   - Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
   - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
   - Use technology ethically and appropriately to facilitate practice outcomes.
   - Use supervision and consultation to guide professional judgment and behavior.

2. **Engage diversity and difference in practice.**
   - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
   - Present themselves as learners and engage clients and constituencies as experts of their own experiences.
   - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. **Engage with individuals, families, groups, organizations and communities.**
   - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
   - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Grading Information**

Grading for SW 542 is Satisfactory/No Credit. The Field Coordinator is the course instructor and is responsible for assigning the final grade. In order to receive a grade of Satisfactory in SW 542, students must complete the following requirements:
• Students must successfully complete all requirements for Field Seminar in order to receive a grade of Satisfactory for SW 542. Requirements for Field Seminar are as follows:
  Attendance of seminar sessions and/or completion of makeup assignments for missed sessions.
  Active participation in seminar discussion boards and activities.
  Adequate completion of all written assignments and discussion boards, with attention to content, clarity, depth of thought, and organization.

• Students must complete a minimum of 128 hours in the agency placement. These hours must be documented on the student’s time sheet in IPT and approved by the Field Instructor. The Field Instructor’s signature at the end of the semester signifies approval. Students may complete additional hours during the semester if approved by the field instructor. Students may also complete additional hours between the fall and spring semesters, if approved by the field instructor and field coordinator. Students are required to submit a written request to the field coordinator for approval of additional hours between semesters. The maximum number of additional hours (over 128) that students may earn for carryover to the spring semester is 40.

• Students are responsible for completing all field-related documents by the due dates provided to them at the beginning of the semester.

• Students must complete the required and agency-specific learning activities listed on their learning plan and must enter sufficient information in the column Evidence of Assignment Completion to document satisfactory completion. All assignments must be completed and evidence entered by the end of the semester in order for the student to receive a rating on each practice behavior.

• Students are expected to receive a rating of at least 3 on each competency and practice behavior on the End of Semester (Final) Evaluation. This rating is assigned by the Field Instructor. Because of the short duration of the fall semester agency placement, a student may receive a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill. If the student receives a 1 on any competency, the student is in jeopardy of receiving a grade of No Credit for the course.

• Students who receive the grade of No Credit for SW 542 will be dismissed from the MSSW program.

The Field Instructor assesses the student’s demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale below.

4 = Advanced Competence - Student consistently demonstrates effective integration of knowledge, values, and skills at a more advanced level than would be expected for a student at this point in the MSSW program. Student
consistently exceeds performance expectations. Student goes “above and beyond” on assignments and consistently seeks and integrates feedback to enhance competency.

3 = Competence – Student demonstrates consistent integration of knowledge, values, and skills at the expected level of performance for a student at this point in the MSSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

2 = Emerging Competence – Student demonstrates beginning capacity to integrate knowledge, values, and skills. Student is using feedback to build competency, but performance is not yet at the expected level for where the student is in the MSSW program. In the first semester of placement, a student often receives a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill.

If a student earns multiple ratings of 2 on an evaluation, the student and Field Instructor should discuss and document what is needed for the student to achieve competence and forward the documentation to the field coordinator.

1 = Insufficient Competence – Student does not demonstrate essential knowledge, values, and/or skills. Student is not completing assignments adequately and is not responding appropriately to feedback. This student may receive a grade of No Credit for field.

Seminar Description and Outline

The overarching theme and framework of generalist field seminar is professionalism in all field activities. Students learn about, process, and practice professionalism through all seminar content, activities, and assignments and prepare for a positive and substantive learning experience in the agency setting.

The core content for the SW 542 seminar includes:
- Orientation to field
- Field Policies, Procedures, Roles, and Documentation
- Using Supervision and Professional Communication
- Safety in field
- Professionalism
- Self-care
- Ethics in Field
- Assessment and professional documentation
- Advocacy
- Suicide prevention

LIVE ZOOM session participation

Participation in LIVE online sessions is mandatory. Students are required to communicate to professor as early as possible and provide notification and sufficient reason if a session is to be
Students who miss a LIVE session are **required** to complete a make-up assignment and must communicate valid reasons for missing sessions with professor in advance of the LIVE session. LIVE sessions will be scheduled for 1 ½ hours. **Please mark your calendars and make every effort to attend sessions as these are critical to your education and success in field.**

### Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Manual Quiz</td>
<td>Complete the Quiz on Canvas</td>
<td><strong>8/29: 11:59PM CST</strong></td>
</tr>
<tr>
<td>DB: Ethics</td>
<td>See Canvas</td>
<td>Open from 8/27 @ 2PM CST until <strong>9/2 @ 11:59PM CST</strong></td>
</tr>
<tr>
<td>DB: Documentation</td>
<td>See Canvas</td>
<td>Open from 9/3 @ 2PM CST until <strong>9/9 @ 11:59PM CST</strong></td>
</tr>
<tr>
<td>DB: Implicit Bias</td>
<td>See Canvas</td>
<td>Open from 9/10 @ 2PM CST until <strong>9/16 @ 11:59PM CST</strong></td>
</tr>
<tr>
<td>*Implicit Bias Reflection Paper</td>
<td>Details Below</td>
<td><strong>9/12: 11:59PM CST</strong></td>
</tr>
<tr>
<td>DB: Self-Care</td>
<td>See Canvas</td>
<td>Open from 9/24 @ 2PM CST until <strong>9/30 @ 11:59PM CST</strong></td>
</tr>
<tr>
<td>Learning Plan</td>
<td>See IPT. Both Student and Field Instructor must sign.</td>
<td><strong>10/15: 11:59PM CST</strong></td>
</tr>
<tr>
<td>Organizational Assessment</td>
<td>Details Below</td>
<td><strong>11/8: 11:59PM CST</strong></td>
</tr>
<tr>
<td>Final Evaluation and Timesheet</td>
<td>See IPT. Both Student and Field Instructor must sign.</td>
<td><strong>12/4: 11:59PM CST</strong></td>
</tr>
</tbody>
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**Implicit Bias Reflection Paper** (Maximum of 3 pages, APA format is expected for citations, 1st person is acceptable when giving personal opinion and reflection)

- In your own words, define implicit bias
- Why is implicit bias harmful to society? (Give an example)
- Based upon the reading, what is considered best practice in decreasing or eradicating implicit bias? Do you agree or disagree with this?
• Identify what you can do personally as a social worker to make both yourself and others aware of biases.

**Organizational Assessment** (A minimum of 5 pages. No maximum.)

• Complete a written analysis of your field agency responding to the following questions. Please note that you will may need to meet with several different individuals in the agency to record this information.

  1. What is the mission of your field agency?
  2. Is the agency a not-for-profit, for-profit, or public/government agency?
  3. What services does your agency provide and who is eligible to receive services?
  4. Identify the agency’s client population and referral sources, including cultural identities of clients.
  5. Describe the organizational structure. You may want to include an organizational chart. How many social workers are in the agency?
  6. Are there interprofessional teams in the agency?
  7. What is the agency’s annual budget?
  8. Describe your agency’s relationship to the larger community (neighborhood, city) and to the social service delivery system (other social service agencies with whom your agency collaborates, competes, and shares client populations).
  9. Identify your agency’s primary sources of funding (e.g. government, grants, contracts, donations, fees for service, etc.).
  10. Which of the Grand Challenges of Social Work (http://aasws.org/grand-challenges-initiative/12-challenges/) does your agency address? There may be more than one.
  11. According to an agency stakeholder (staff member, volunteer, board member, etc) what are the agency strengths and agency growth areas.

**Course Outline**

Please check Canvas and your email regularly for updates and announcements. All articles can be accessed via Canvas.

Week 1: August 21: First Day of Classes

Week 2: August 26-30

**Tuesday, August 27 (LIVE ZOOM SESSION, 12-1:30 PM, CST)**

**Topic**: Welcome to the Signature Pedagogy of Social Work Education!

**Required Readings**:


• Strom-Gottfried, K. “Understanding and Using the NASW Code of Ethics.”
• MSSW Field Manual (accessed from: www.csu.utk.edu/field/docs/mssw/MSSW%20Field%20Manual.pdf)
• Class Icebreaker (Materials: You will need 1 sheet of paper with a large red circle on it and another sheet of paper with a large green circle on it.)
• CSW Mission
• Social Work Code of Ethics and Social Work Values
• Overview of Field Seminar
• Orientation and Expectations
  o Generalist Field Competencies
  o Professionalism
  o Roles in Field Education
  o Terminology in Field Education
• Overview of the Syllabus and Required Assignments
• Ethics

*ASSIGNMENTS: Field Manual Quiz, due by 11:59PM CST, August 29, Ethics Discussion Board, available from 2PM CST on Tuesday, August 27 until 11:59PM CST on Monday, September 2.

Week 3: September 2-6
  Topic: Professional Documentation and Assessment

Required Readings:
• Writing/Documentation Tips for Social Work Practice
• Barsky, A. “Ethics Alive! To Record or Not to Record: The Ethics of Documentation”
• Social Workers and SOAP Notes
• Sample SOAP Examples
• Assessing and Documenting Affect & Mood & Other Information of Clinical Significance.
• Assessment Checklist

*ASSIGNMENT: Documentation Discussion Board, available from 2PM CST on Tuesday, September 3 until 11:59 PM CST on Monday, September 9.

Week 4: September 9-13
  Tuesday, September 10 (LIVE ZOOM SESSION, 12-1:30PM, CST)
  Topic: Implicit Bias
**Required Readings:**

- Watch TEDtalk video: “We all have implicit biases. So what can we do about it. – Durshaw Hockett” [https://www.youtube.com/watch?v=kKHSJHkPeLY&feature=youtu.be](https://www.youtube.com/watch?v=kKHSJHkPeLY&feature=youtu.be)
- Collins, C. (2018). “Is There a #BBQBecky or #PermitPatty in Your Classroom?” Retrieved from [https://www.tolerance.org/magazine/is-there-a-bbqbecky-or-permitpatty-in-your-classroom](https://www.tolerance.org/magazine/is-there-a-bbqbecky-or-permitpatty-in-your-classroom)

**ASSIGNMENTS: Implicit Bias Reflection Paper due by 11:59PM CST on September 12.**

**Implicit Bias Discussion Board, available from 2PM CST on Tuesday, September 10 until 11:59 PM CST on Monday, September 16.**

Week 5: September 16-20

**Topic: Suicide Assessment and Prevention**

**ASSIGNMENT: Create account for Jason Foundation online trainings.** *Access the website here: [https://learn.jasonfoundation.com/courses/](https://learn.jasonfoundation.com/courses/). Each module is worth 2 training hours.*

*Please choose a module to complete and upload your certificate of completion by 11:59PM CST on September 22.*

Week 6: September 23-27

**Topic: How do I use IPT? What do I do about Self-Care?**

Tuesday, September 24 (LIVE ZOOM SESSION, 12-1:30PM, CST)

**Required Readings:**

- Complete Self-care Assessment
• Complete Maintenance Self-Care Worksheet
• Complete Emergency Self-care worksheet
• Develop your self-care/wellness plans
• Learning Plan
• Timesheet

*ASSIGNMENT: Self-Care Discussion Board, available from 2PM CST on Tuesday, September 24 until 11:59PM CST on Monday, September 30.

Week 7: September 30-October 4
First day in Agency: October 3

Week 8: October 7-11

Week 9: October 14-18
*ASSIGNMENT: Learning Plan: Due by 11:59 PM CST, October 15
Fall Break, October 17-18

Week 10: October 21-25
Topic: Supervision and Safety in Field Practice
Wednesday, October 23 (JOINT LIVE ZOOM SESSION with ES students, 5-6:30PM CST)

Required Readings:
• “Understanding the Supervisory Relationship with Social Work Students.” The New Social Worker, Fall 2011, Vol. 18, No. 4, pages 8-10
• NASW Safety Standards
• Safety Checklist

Week 11: October 28-November 1

Week 12: November 4-8
*ASSIGNMENT: Organizational Assessment Due by 11:59PM CST, November 8

Week 13: November 11-15

Week 14: November 18-22

Topic: Preparing for Concentration Field
Wednesday, November 20 (JOINT LIVE ZOOM SESSION with ES students, 5-6:30PM CST)
• Selecting a Concentration
• Certificate Programs
• Employment-based Placements

Week 15: November 25-29
No Class Day, Thanksgiving Holiday, November 27-29

Week 16: December 2-4
*ASSIGNMENT: Learning Plan Final Evaluation and Timesheet Due by December 4, 11:59 PM CST (This is considered complete when both the student and Field Instructor have signed the Learning Plan and Timesheet)