

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 544– Generalist Field Practice Full Time II
4 credit hours
Spring Semester, 2018
CRN: 23640; Section: 004**

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Office Hours: *Mondays from 10-12 CST or by appointment*

Prerequisite: SW 542

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 Social Work Field Placement Code of Conduct.

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 Office of 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 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: Instruction and supervision in generalist social work practice. This course includes a seminar and agency-based internship. The focus is on the application of social work knowledge, values, ethics, and skills to the practice setting. This course is a continuation of SW 542 Generalist Field, which begins in the Fall Semester. Students continue in the same agency placement for SW 543. Students continue to integrate and apply generalist content and demonstrate mastery of generalist competencies.

The generalist field practicums draw upon the content of all academic 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 and apply the steps of evidence-based practice. 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 deepening 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, deepen awareness of and sensitivity to diversity, and use an 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.

Course Competencies

By the completion of this course, students are expected to be able to demonstrate appropriate mastery of the following competencies. Students will learn, practice, and demonstrate the competencies through activities and assignments specified on their learning plans. The learning plans include required assignments for each competency and individualized, context-specific assignments developed by the student and field instructor.

Competency 1—Demonstrate Ethical and Professional Behavior.

Competency 2 –Engage Diversity and Difference in Practice.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice.

Competency 4 –Engage in Practice-informed Research and Research-informed Practice.

Competency 5 –Engage in Policy Practice.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities. [SEP]

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Grading Information

Grading for SW 543 Satisfactory/No Credit. The Field Coordinator is the course instructor and is responsible for assigning the final grade. In order to receive a Satisfactory grade in SW 543, students must complete the following requirements:

- Students must complete a minimum of 224 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. Generalist field is a sequence of courses. Extended study students complete 541, 542, and 543. Students may not commence Advanced Field before completion of a total of 352 generalist field hours.
- Students are responsible for completing and submitting all field-related documents by the due dates provided to them at the beginning of the semester.
- Students must complete the learning activities listed on their learning plans and must enter sufficient information in the column *Evidence of Plan Completion* to document satisfactory completion.
- Students must receive a Satisfactory in Field Seminar in order to receive a Satisfactory grade for SW 543. Requirements for a Satisfactory grade in 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 are expected to receive a rating of at least 3 on each practice behavior on the End of Semester Evaluation. The Field Instructor assigns this rating. If a student does not receive a rating of at least 3 on each practice behavior, the student is in jeopardy of receiving a grade of No Credit for the course. **If a student receives the grade of NC for SW 543, s/he will be dismissed from the MSSW program.**

Evaluation Rating Scale

The Field Instructor assesses the student’s demonstrated competency for each practice behavior, reviewing the evidence entered by the student and assigning a rating using the evaluation 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.

Please note: Emerging competence is an acceptable rating at midterm and at the end of the semester **UNLESS** the 2 is assigned on the end of semester evaluation for the student’s final semester in the placement. Students are expected to demonstrate appropriate competence and receive a rating of at least 3 on all practice behaviors by the end of the placement.

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.

NI= Not Initiated – (Mid-term Evaluation only) – This rating signifies that student has not yet had the opportunity to complete specific assignments and to demonstrate the relevant knowledge, values and skills.

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.

Seminar Description

The seminar for SW 543 is focused on integration of academic coursework and field experiences. Content will be delivered in face-to-face and/or online formats. Students will complete a total of 10 clock hours in SW 543 field seminar. Seminar hours do not count toward the required 224 hours in the field agency.

Seminar Course Outline

Field Seminar Assignments Spring 2018

January: Self-Care Assessment, complete prior to **1/16/18**
February: Strengths-Finder Assessment, due by **2/6/18** at 6PM CST
March: SBIRT Training, completed by **3/20/18**

Required Textbook:

Roth, Tom (2007). *Strengthsfinder 2.0*, Gallup Press. ISBN: 9781595620156

***This must be a NEW book. New books contain a unique code that allows you to access the Strengthsfinder Assessment. Used books will not contain this. You should complete the Strengthsfinder Assessment PRIOR to reading the Strengthsfinder 2.0 Book.**

LIVE session participation

Participation in LIVE online sessions is **mandatory**. Students are required to communicate to the professor as early as possible and provide notification and sufficient reason if a session is to be missed. 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 1.5 hours. Please mark your calendars and make every effort to attend sessions, as these are critical to your education and success in field. All LIVE sessions will be recorded. **LIVE sessions are in Central Standard Time.**

***JANUARY 2018: SELF-CARE**

Spring Semester begins on 1/10/18

Assignment: Complete self-care assessments located on **Canvas** prior to LIVE online session.

Live Online Session: Tuesday, 1/16/18

6:00-7:00PM CST

***FEBRUARY 2018: STRENGTHS-FINDER**

Learning Plan due in IPT on 02/01/18

Assignment: Due on Tuesday, 2/6/18 by 6PM CST

- Complete online Strengthsfinder Assessment PRIOR to reading the book
- Read "Strengths Finder 2.0" AFTER completing the assessment
- Submit Strengthsfinder Assessment report via Canvas by 6PM CST

Live Online Session: Tuesday, 2/13/18

6:00-7:00PM CST

- Using Your Strengths in Field Practice
- Working on Multidisciplinary Teams

***MARCH 2018: Evidenced Based Practice-SBIRT**

Mid-Semester Evaluation due in IPT on 3/08/18

Assignment: Due on Tuesday, 3/20/18 by 6PM CST

- Complete SBIRT Training
- SBIRT Training Due

NO LIVE SESSION IN MARCH!

***APRIL 2018: Wrap up and Reflections**

Spring Semester ends on 4/27/18

Live Online Session: Tuesday, 4/24/18

6:00-7:00PM CST

Please remember to turn in all of your field forms by 5/2/18 to include the following:

- (1) A signed copy of your time-sheet,
- (2) The signed learning plan/evidence of plan completion (with final signatures),
- (3) End of semester evaluation,
- (4) Agency Evaluation

All field forms must have both the student's signature and the signature of the field instructor.