THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 543 – Generalist Field Practice Extended Study
3 credit hours
Section #004 – CRN: 24839
Spring Semester, 2019

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Office Hours: Mondays from 11-12pm CST and 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, Knoxville Student Disability Services office 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.

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.

Field Seminar Assignments Spring 2019

January:
1/24: Learning Plan Due
1/29: Social Justice Priorities Paper and Discussion Board

February:
2/20: Complete ProQol prior to Live Session
2/27: Trauma Reflection Paper and Discussion Board
2/28: Midterm Due

March:
3/17: Discussion Board

April:
4/26: Last day of the Semester

May:
5/2: Field Paperwork Due

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 hour. 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 2019: Social Justice: Working with Vulnerable Populations*
Spring Semester begins on 1/9/19
First day in agency is 1/10/19

Readings for this class:
- NASW Social Justice Priorities (PDF available on Canvas)


**January 16: Live Online Session**  
4:00-5:00PM CST

**January 24: Learning Plan due on IPT**
1) Enter assignments for competencies that are blank. No need to enter evidence at this time, unless you have already completed some of the assignments.
2) Review Learning Plan with your Field Instructor.
3) You and your Field Instructor should sign the Learning Plan.

**January 27: Assignment DUE by 11:59PM CST**

*Social Justice Priorities Discussion Board*

• **Social Justice Priorities Discussion Board due by 11:59pm CST:** In one paragraph, define social justice and discuss why it is important in social work. In one paragraph, choose one of the NASW Social Justice Priorities, discuss how your field placement’s clients or community are impacted by it, and actions that the agency is taking to address it. If your field placement is not currently addressing the priority, give suggestions as to how the agency can take action towards one of the NASW Social Justice Priorities.

• To get full credit for this assignment, please respond to two (2) of your classmates’ posts by the due date above.

**FEBRUARY 2018: Intro to Trauma and Vicarious Trauma**

**Required video:**

• Burke-Harris, N. (2013). *How childhood trauma affects health across a lifetime* (16 min.) [https://www.youtube.com/watch?v=95ovIJ3dsNk](https://www.youtube.com/watch?v=95ovIJ3dsNk)

**Readings for this class:**


• Substance Abuse and Mental Health Services Administration (2014). *SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA)
Optional Reading:

February 11: Live Online Session
4:00-5:00 PM CST
1. **Complete ProQol**: Professional Quality of Life Scale (PDF available on Canvas).

February 24: Assignments DUE by 11:59PM CST
1. **Trauma Reflection Paper**: Choose one of the articles from the class readings and write a 1-2 page reflection on its application to understanding your client population at your field placement better OR your own personal results from the ProQol and how you can use the information to help prevent professional burnout.
2. **Discussion Board Activity**: Please post a brief (one short paragraph) summary of your paper by 11:59pm CST on February 24.
   a. Please respond to one (1) of your classmates’ posts by 11:59pm CST on March 3.

February 28: Midterm Due
1) Enter evidence for the assignments completed so far.
2) Your Field Instructor will need to rate you on your work so far.
3) You and your Field Instructor need to sign your Learning Plan. Your Field Liaison will sign the Learning Plan after reviewing the plan with you at your mid-term visit (to be scheduled individually with your Field Liaison).
4) No action needed on your Time Sheet at this time, however, it is a good time to take the opportunity to make sure that your hours and supervision times are up to date.

*MARCH 2018: Interprofessional Teams: NO LIVE SESSION IN MARCH!
Readings for this class:
March 10: Assignment DUE by 11:59PM CST

- Discussion Board Activity: Please post a short (1-2 paragraph) summary on how your placement includes Interprofessional care by 11:59pm CST on March 10.
  a) Respond to one (1) of your classmates’ posts by 11:59pm CST on March 17.

*APRIL 2018: Wrap up and Reflections

April 11: Live Online Session: Concentration Field Expectations
4:00-5:00PM CST

April 26: Last Day of the Semester

*May 2: Field Paperwork is due:

Please remember to turn in all of your field forms to include the following:

1) Please be sure that all competencies and assignments have evidence entered.
2) Your Field Instructor will need to give you a final rating for all competencies.
3) You and your Field Instructor will sign the Learning Plan.
4) You and your Field Instructor will sign the Time Sheet. Please insure that all supervision dates and times are entered prior to signing.
5) Please complete the Agency Evaluation form in IPT.