



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

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SSS673/ SSS 674

**FOUNDATION YEAR FIELD EDUCATION & INTEGRATIVE SEMINAR I
2009 - 2010**

(3 credits per semester)

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I. COURSE PURPOSE

The yearlong Field Seminar is a forum for students to integrate foundation year social work course content and fieldwork experience as they develop generalist social work skills. Generalist practice is characterized as generic and transferable across diverse fields of practice, agency settings, populations and problems. It uses the problem solving processes applied within a tri-level (micro, mezzo, macro) approach to assessment and intervention. It is multi-method and multi-theoretical.

Agency-based case examples and presentations, seminar discussion, role play and class assignments provide the student an opportunity to gain professional and peer feedback regarding the application of social work knowledge and the development of social work skills to the solution of client system problems. Issues related to social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, practice, and research are examined within the context of the student's field practicum.

II. EDUCATIONAL OBJECTIVES

The Field Seminar objectives are based upon the NCSSS Office of Field Education *Field Education Manual* and the *Undergraduate Senior and Foundation Year Graduate Field Evaluation*.

At the completion of the course, the student should be able:

1. To classify the field practicum by the field of practice, the agency structure and function, the program services, the population served, practice interventions, the community context, and the community resources.
2. To identify and discuss major federal policies that impact service delivery in the agency.
3. To implement the problem solving processes with the client system of establishing a professional working relationship, problem identification, assessment, contracting, goal setting, intervention, evaluation and termination.
4. To engage the client system (individual, family, group, organization, or community) by using a variety of interviewing skills.
5. To demonstrate self-awareness and self-discipline as prerequisites for a) professional conduct and responsible behavior in all aspects of the professional role, and b) as essential aspects of an empathic and effective helping relationship.
6. To apply a variety of theories of human behavior and the social environment in the process of assessment and intervention.
7. To acquire practice skills for effective professional social work in a variety of agencies and programs.
8. To study the agency's effectiveness on the basis of its own program evaluation.
9. To distinguish knowledge from values, and facts from inferences in order to understand how differences in worker-client world views impact on service delivery, particularly in regard to age, gender, sexual orientation, race, ethnicity, persons with disabilities, spirituality, social class, and environmental context.
10. To conduct one's practice in a manner consistent with the NASW Code of Ethics.
11. To demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the learning plan and weekly field supervision.
12. To demonstrate competence in professional writing and documentation.

III. COURSE REQUIREMENTS

A. Recommended Texts – **There are no required texts for the Field Seminar**

Students may choose to read any of the books below that may be helpful to them; however none of these texts is required. In addition, students are referred to all texts from their *Social Work Theory and Practice* courses.

Danowski, W. A. (2005). *In the field: A real-life survival guide for the social work internship*. Pearson Allyn & Bacon: Boston.

Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). *Field instruction: A guide for social work students*. Allyn and Bacon/Pearson Education, Inc.

Sweitzer, H. F., & King, M. A. (2009). *The successful internship, Personal, professional, and civic development*. Brooks/Cole Publishing Company: Belmont, CA.

Thomlinson, B., & Corcoran, K. (2008). *The evidence-based internship: A field manual*. Oxford University Press: USA.

B. Other Recommended Resources and Media

National Catholic School of Social Service field web pages:

http://ncsss.cua.edu/degree_field/field/

C. Course Assignments

Graded Assignments	Due Date	Ungraded Requirements	Due Date
Fall Semester			
		Weekly Field Reports	Weekly, or, as assigned
		Field Facilitating Form	Sept. 15
Agency paper	Oct. 20	Logs	Sept. 29 Dec. 1
Process Recordings #1 & #2	October, specific dates to be determined by seminar instructor	Learning Plan	Oct. 13
Process Recordings #3	November, specific dates to be determined by seminar instructor	Early Assessment	Oct. 27
		Final Evaluation	Dec. 15
Spring Semester			
3 Process Recordings (new format)*	Specific dates to be determined by instructor	Log	April 6
Case presentation	Assigned throughout the semester	To be determined	
		Learning Plan Addendum	Jan. 26 (include macro project information)
		Early Assessment (when required)	Feb. 16
Macro Project	April 13		
		Final Evaluation	April 27

Graded Assignments

1. **Fall Semester Process recordings:** Two process recordings will be due in October and one in November, on dates assigned by the seminar instructor. Use the process recording outline found at: <http://ncsss.cua.edu/Docs/ProcessRecording.doc> or <http://ncsss.cua.edu/adobe/ProcessRecording.pdf>. The student may present these process recordings in class for peer review and consultation prior to grading by Field Seminar Instructor. Every process recording should be reviewed by, and discussed with, the student's field instructor.
2. **Agency Paper** -- <http://ncsss.cua.edu/docs/agency.doc>; (see attached)
3. **Spring Semester Process Recordings:** Three process recordings will be completed, following a modified format, available at: http://ncsss.cua.edu/degree_field/field/forms.cfm; see **Process Recording, Parts I and III, spring semester, foundation year students.**
4. **Case presentation:** students will give case presentations throughout the spring semester, as assigned. Presentations will be graded on Pass/Fail basis. Outline for the case presentation assignment is attached.

Un-graded Assignments

1. **Weekly field reports:** Students keep a record of their field placement activities focusing on challenges faced in field, action plans for addressing these challenges, and issues discussed in field instruction. These are submitted weekly until/unless the instructor indicates they are no longer necessary.
 2. **Logs** (assignments attached)
 3. **Liaison Facilitating Information Form**
 4. **Learning Plan** (<http://ncsss.cua.edu/docs/learningplan.doc>)
- D. **Grading Policy:** Grades for this course are based on completion of all course assignments, class participation, and on the field instructor's recommended grade. Grade assignment is in accordance with the University grading system for graduate students found in the *MSW Student Handbook*. Please note that the seminar instructor assigns the grade for field placement. The final grade is based on field instruction (60%) and seminar work (40%). Students must receive a grade of **Pass** in **both Seminar and** in Field in order to progress to the next semester in field placement.

<u>SSS673 Seminar Work</u>	<u>40% of SSS673 grade</u>
Attendance & constructive class participation.....	20%
Process Recordings	40%
Weekly field reports & log	15%
Agency Paper	<u>25%</u>
	100%

<u>SSS674 Seminar Work</u>	<u>40% of SSS674 grade</u>
Attendance & constructive class participation.....	20%
Process Recordings	40%
Case Presentation	15%
Log	10%
Macro project	<u>15%</u>
	100%

Field Work

Final Field Evaluation = 60% of SSS673/SSS674 grade

Final SSS673/SSS674 Grade = 40% seminar + 60% field work

Two student field evaluations are submitted during the fall semester:

Early Assessment (*mid-term assessment*).....**Due: Tuesday, Oct. 27**

Final Field Evaluation**Due: Tuesday, Dec. 15**

- **Attendance:** The Seminar is a colloquium for integrating the students' field work and field internship experiences and learning to integrate theory and practice. Therefore, students are expected to attend all classes and expected to participate meaningfully in class discussions. Attendance is required at a **minimum** of 12 seminar classes each semester. If a student cannot attend a seminar, s/he must call or email the instructor in advance of the class. **Any student not meeting the attendance requirement is at risk of failure.**
- **Due Dates:** Assignments are to be submitted to the instructor on the due date unless special arrangements are made **prior to the due date** with the instructor. The grade will be **lowered 5 points** otherwise. At the instructor's discretion, grade may be lowered 5 points for each week the assignment is late.
- **Guides:** Assignments are to be written according to the outline in syllabus. The grade will be **lowered 5 points** otherwise. Every assignment must be satisfactorily completed in order to receive a passing grade.
- **Originality:** The assignments must be original work for this class. Penalty is in accord with violation of NCSSS standards for ethical behavior. Any violation will be referred to the MSW Program Chair.
- **Winter Break:** Refer to the *NCSSS Field Education Manual* for specific information on field requirements during the winter break. *It is anticipated that most students will return to field the week before spring semester classes begin.*

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to *NCSSS Announcements* or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

Additional Behavioral Requirements: Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others' reactions to one's comments or actions in the classroom
- Use an appropriate level of class time and instructor's time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

CUA Policy for Removal of a student from a course for disruptive behavior:

A student whose disruptive behavior, in the judgment of the instructor, makes it impossible to conduct the class and thus deprives other students of instruction to which they are entitled, may be removed from a course according to the following procedure:

1. The instructor must make an explicit request of the disruptive student to cease and desist.
2. If the student persists in disruptive behavior, the instructor shall immediately report the case to the chairman of the department or, in non-departmentalized schools, the dean of the school in which the course is given.
3. The chairman or dean shall discuss the matter with the student and make a judgment on whether or not the student's continued attendance is harmful to the course of instruction.
4. If the chairman or dean rules that the student's continued attendance is harmful, he shall inform the student that he or she may not attend the course.
5. Within five weekdays (excepting holidays), the student may appeal the ruling to the provost, who shall meet with the student, consult with the instructor and the chairman or dean, and either a) reinstate the student, or

b) uphold the removal of the student and register a withdrawal of the student from the course.

6. Actions taken as prescribed above shall be documented and placed in the student's file. (*Approved May 12, 1999*)

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

D. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/> evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

In addition, the Office of Field Education evaluates all participants of the field program through the **Student Evaluation of Practicum Experience** form, which is completed on-line at the end of the semester.

CLASS SCHEDULE FOR SSS 673/374

In the foundation year theory and practice and seminar classes, special emphasis is placed upon the generalist intervention model. This includes learning how to apply generalist social work knowledge and skills to the student's field of practice, agency client population, clients' presenting problems, and agency service delivery system.

The following topics provide a guide to integrate knowledge into practice. Some SSS673 section discussions and activities will draw on theories presented in HBSE I. Other SSS673/SSS674 section discussions and activities will be guided by students' particular learning needs based on their experiences in the practicum. Over the course of the year, the listed SSS605/SSS606 class topics will be covered, as appropriate, in SSS673 and SSS674.

Fall Semester

Class 1	Orientation to Field Education <ul style="list-style-type: none">• All seminar sections meet as group for orientation to field by Director and Associate Director of Field Education
Classes 2 – 4	Orientation to Field Practicum & Field Seminar <ul style="list-style-type: none">• Intros• Review of syllabus and class assignments• Developing 'class rules'• Developing the Learning Plan• Supervisory Agenda NASW Code of Ethics <ul style="list-style-type: none">• Confidentiality Polices and Procedures <ul style="list-style-type: none">• Agency documentation• Safety• HIPAA• Trauma and risk
⇒ No class on Tuesday, Dec. 8 – Feast of the Immaculate Conception; CUA Closed	
Classes 5 – 8	Professional Relationships <ul style="list-style-type: none">• Supervision<ul style="list-style-type: none">○ Strengths-based model and traditional model of supervision○ Adult learning theory○ Personality styles related to supervision: <i>Personal Style Inventory</i>• Boundary issues
Classes 9 – 12	The Planned Change Processes
Classes 13 – 14	Closure – Termination Review & critique

Spring Semester

In the spring semester, students will continue to learn how to apply generalist knowledge and developing those skills associated with the student's field of practice, agency populations, clients' presenting problems, and agency service delivery system.

Each seminar section will have additional activities each week that meet students' learning needs. This will include students' case presentations, and may also include guest speakers, presentation of process recordings, and discussion of macro projects and content from SSS 606.

- **No class on Tuesday, February 23 – Administrative Monday (Monday classes meet instead of Tuesday classes)**

CLASS ASSIGNMENTS FOR SSS673/SSS674

1. Process Recordings

Process recordings are to be reviewed by both the field instructor and by the Seminar Instructor. The Seminar Instructor will grade process recordings, as noted on the Process Recording form, found on-line as 2 separate forms at: http://ncsss.cua.edu/degree_field/field/forms.cfm. Grading is intended to assist student development of listening and critical thinking skills, as well as self-awareness.

In the spring semester, a different Process Recording form is to be used. A link to this form is available at: http://ncsss.cua.edu/degree_field/field/forms.cfm.

2. Logs

An effective social worker is aware of personal feelings about the environment in which he/she works. This includes being aware of how clients and their differences affect you personally and how the agency environment influences your ability to do your job. It also means being aware of how social work professional values may come into conflict with your own personal values. And, it means becoming aware of your strengths and your challenges as you learn skills to intervene and become an "agent of change."

In order to increase your self-understanding, critical thinking skills, and self-efficacy, over the course of the year you will complete several "logs," offering you the opportunity to write personal reflections in response to an assigned question. Each log should be:

- maximum of 2 pages in length
- double-spaced
- 12 font type
- with 1" margins

The logs should be primarily focused on feelings and thoughts, not merely a description of the events of the day. The logs will be totally confidential, and you will receive feedback from your instructor about your reflections. You will *not* be negatively assessed for expressing your doubts

and your learning challenges. Instead, you are encouraged to reflect honestly upon your work, self understanding, and your growth as a professional social worker.

Log #1: (fall semester)

Reflecting on your experience, expectations of yourself and others (e.g. field instructor, clients, and agency staff), how do you feel about your field internship, your field instructor and your assignments/ tasks so far? What role will you play and what strategies will you develop to ensure your learning needs are met in the internship? **Due Sept. 29**

Log #2: (fall semester)

What direct client interactions have increased your sense of self-doubt this semester? After responding to this question, answer one of the questions below:

- a. How have you dealt with this challenge to your confidence?
- b. How has this acknowledgement of self-doubt helped you understand and/or empathize with your clients differently? **Due Dec. 1**

Log #3: (spring semester) Due April 6

Discuss an example of when you experienced countertransference¹ this semester with a client(s) and how you dealt with your feelings in terms of your relationship with your client(s). **Due April 6**

3. **Field Agency Paper** (see attached assignment) **Due Oct. 20**

4. **Macro project**

Students are to **select 1** of the following 14 projects to complete over the course of the spring semester (or another project approved by seminar instructor and field instructor). Students are to submit a **1-2 page summary** of the selected project. **Due April 13**

Task Group Project

- i. Staff a committee (agency, board of directors, interagency);
- ii. Organize a task force or group of clients, community residents, workers, etc. in order to address a particular issue or topic.
- iii. Attend at least five (5) group meetings and discuss with field instructor your analysis of the dynamics of the meeting(s).

Community Organization Project

- iv. Organize a task force or group of clients, community residents, workers, etc. in order to address a particular issue or topic.
- v. Plan a strategy to organize campaign for your agency.
- vi. Form a group to lobby/advocate on a particular issue.

¹ “Psychological transference especially by a psychotherapist during the course of treatment; especially: the psychotherapist's reactions to the patient's transference.” From: <http://www.merriam-webster.com/dictionary/countertransference>

Organizational Project

- vii. Write job descriptions for selected agency personnel.
- viii. Supervise a nonprofessional for the semester.
- ix. Create a resource book of community resources for clients.
- x. Evaluate an agency program or activity.

Planning Activity

- xi. Plan a training workshop for agency staff.
- xii. Do needs/asset assessment on a particular problem or need of the agency.
- xiii. Write a proposal for funding.
- xiv. Design a media project.

Other SSS674 requirements:

1. Revised Learning Plan: **Due: Jan. 26** – be sure to include information on macro project.
2. Early Assessment: *Required for students who received a score below 5 on **any threshold item(s)** on the *Fall Semester Evaluation*;
OR
any student who has changed placements;
OR
any student who is not progressing satisfactorily.
Due: Feb. 16 (or later, as indicated to individual students). See *Field Manual* for further information.
3. Final Field Evaluation
Due: April 27, 2010

Field Agency Paper

Instructions:

1. Follow this outline precisely.
2. Be brief and factual in your answers but write in complete sentences.
3. Use agency charts where possible, e.g., budget, organizational chart for staffing pattern. **Do not insert charts in lieu of the narrative presentation.** If a chart is not available, you may create one to summarize the information.
4. Use the latest available information, e.g. annual report.
5. Speak with key people who will help you find some of the information for this assignment; arrange to meet with them. Plan to supplement this with library research.
6. Use APA format. **Length** for this paper: 7 – 10 pages, excluding charts.

Purpose:

The purpose of this assignment is to help you understand the agency in which you have your field internship, its place within a field of practice, its organizational purpose, structure, and function and, particularly, the specific program or service unit to which you are assigned. This assignment is designed to help you get a beginning “feel” for what it is like to be a worker with a client in your agency or program.

Part I. Agency Mission and Organizational Structure

A. Value Base - Public Law and Policy

1. Find and summarize your agency’s mission. Briefly state what values underlie this mission statement. Look at the values contained in the NASW Code of Ethics for guidance with this.
2. Values get institutionalized through policy in the form of public laws. Identify relevant public law(s) that impact(s) on your agency’s delivery of services.
3. How do agency values compare with your values?

B. Organizational Structure

1. **Program:** Identify the specific program in which you work. Program, as used here, refers to the particular program in which you are working in your agency, for example, (the program of) Foster Care in the (agency) Department of Social Services.
2. Area served: What is the catchment or geographic area served by your agency?
3. Organizational structure: What is the organizational structure of your agency? Provide organizational chart if possible.
 - a. Define and describe the Advisory Board and/or Board of Directors for your agency using an organizational chart, if available; discuss function of board. Do clients serve on this board? Use position titles, not employee names, to discuss

- the structure.
- b. What is the composition (age, ethnicity, gender, race, sexual orientation) of administrative management, direct service staff, and support staff at your agency?
 4. Funding pattern: How is your agency/program funded? What are the various sources of funds? Is budgeting adequate? Are there funding problems?
 5. Community involvement: How does your agency or program interface with the community it serves? Name significant institutions, agencies or groups which link your program and the community.

Part II. Population Served

- A. Provide information on clients served in your agency or program using percentages (%). Compare and contrast these factors for clients and agency staff; for example, 20% of clients are Hispanic and 2% of the staff is Hispanic.
 1. Age groups
 2. Racial and Ethnic Composition
 3. Gender
 4. Socioeconomic class
- B. What are the predominant referral sources? What groups are officially and unofficially reached? Identify some of the specific issues clients bring to your agency/program?

Part III. Client Route to Service in Your Program

Select a client who has come to your attention. Do **not** use client's real name. Describe simply and briefly this client's route to getting what she/he needs answering #s 1-6 below.

1. **Referral source:** How did this particular client get referred to your program?
2. **Forms:** What forms does client need to complete? Name and briefly describe.
3. **Availability** of services: What services are available? What are the barriers or limits to service in your agency/program, e.g. hours of operation? Is the client requesting services that are not available? Is there a waiting list to receive some/all services?
4. **Network:** Is there a referral network you may use to assist with your client's **requested services**? Describe.
5. **Agency Environment:** How accessible is your agency in terms of location? Is transportation accessible to those with handicapping conditions? Is your agency/office inviting and welcoming?
6. **Initial Outcome:** What is the outcome of the client's request for service? What was the time line between request for service and actual delivery of service?

Part IV. Evaluation

1. **Agency Evaluation:** What empirical measures does the agency use to measure its program effectiveness, e.g. statistical reporting system, evaluation research? Who conducts the research?

Part V. Impressions

1. **Preliminary Observations:** What are your initial impressions of the strengths and limitations of your agency or program? What have you learned during the course of this assignment to inform your impressions?

Grading Guide for Field Agency Program Profile

Name: _____	Possible Score	Your Score
Part I. Agency Mission and Organizational Structure	40	
A. Agency Mission: Value Base-Public Law and Policy	20	
○ Summary of agency mission.		
○ State values underlying the mission statement.		
○ Identification of public laws that impact delivery of agency services.		
○ Comparison of your values and agency values.		
B. Organizational Structure	20	
○ Identification of the specific program in which you work		
○ Identification of catchment area or geographic boundaries of area served		
○ Inclusion of agency charts (organizational)		
○ Identification of organizational structure and staffing patterns (at all levels)		
○ Funding Pattern (sources, sufficient? problems?)		
○ Identification of limitations (barriers to or limits of your program)		
○ Identification of community/interagency interactions		
Part II. Population Served	20	
A. Describe the client population served in your program	15	
○ Identification of age groups (percentages)		
○ Identification of racial/ethnic composition (percentages)		
○ Identification of genders served (percentages)		
○ Identification of socioeconomic class (percentages)		
○ Identification of groups officially and unofficially served		
○ Identification of specific problems clients bring to your program		
B. Identification of the predominant referral sources	5	
Part III. Client Route to Service in your Program	25	
○ Selection of client		
○ Identification of referral source		
○ Identification of and description of forms filled out		
○ Identification of available services		
○ Identification and description of existing networks to which client might be referred		
○ Identification of agency environment		
○ Identification of outcome of client's request for service; time line between request and actual delivery of service		
Part IV. Evaluation	5	
○ Identification of empirical measures used to measure program effectiveness		
Part V. Impressions		
○ Preliminary observations of your program's strengths and limitations.	5	
Other: conformity to directions, APA style, overall appearance, correct grammar, etc.	<u>5</u>	
Final Grade	100	



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**SSS 674 Foundation Year Field Education & Integrative Seminar I
Spring 2010
Outline for case presentations**

Presenter:

Think of a question about your client that you would like the class to help you with. For example, you can ask for help in understanding a client, in understanding or explaining the presenting problem, or in developing an intervention. Feel free to ask any question at all that will help you in working with a particular client/client group.

1. Description of the client – describe observable details, presenting problem, what caused client to come in, mental status (cognitive functioning, reality testing, affect, thought processes, etc). Present those facts that are relevant to understanding your client.
2. Person in environment – the bio-psycho-social-spiritual – the social facts of the client’s life – education, employment, social support, spiritual/religious practices, medical problems, cultural system – values, etc. Present those facts that are relevant to understanding your client’s situation.
3. Analysis – how do you explain the problem, etiology, dynamics, motivation, capacity, and opportunity to change. Use theory to explain the problem/situation/client.
4. Goals and Treatment Plan

Class:

Help the presenter answer the case question and look at the client/situation differently. Use theory to explain a situation, or to suggest how to promote change.