



## THE CATHOLIC UNIVERSITY OF AMERICA

*National Catholic School of Social Service*

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### **SSS 465 & 466**

### **UNDERGRADUATE CONCURRENT FIELD EDUCATION SEMINAR I & II**

Fall 2009 and Spring 2010

(4 credits and 4 credits)

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#### **I. COURSE PURPOSE**

The yearlong Field Seminar is a forum for students to integrate liberal arts education and social work course content with the field education experience as they develop generalist social work skills. According to the NCSSS BA Program, generalist practice is defined as the application of 1) an eclectic knowledge base grounded in a broad liberal arts education, 2) an understanding of professional social work values and ethics, and 3) a wide range of assessment and intervention skills to engage in multilevel interventions which emphasize identifying and mobilizing strengths and resources to promote growth, change, and social justice.

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**

Upon completion of this yearlong course and 480 hours of field education in a community-based agency, students will be able to:

1. Demonstrate beginning knowledge of generalist social work practice.
2. Demonstrate knowledge of human behavior and the social environment.
3. Demonstrate critical self-awareness and self-observation.

4. Demonstrate professional use of self.
5. Implement skillfully planned change processes that include establishment of a professional working relationship, problem identification, assessment, contracting, case planning, intervention, evaluation, and termination.
6. Engage in culturally competent generalist social work practice as demonstrated in work with diverse populations and populations-at-risk.
7. Conduct one's practice in a manner consistent with the NASW Code of Ethics.
8. To demonstrate responsibility for one's own learning experience by taking initiative in identifying learning needs in the learning plan and weekly field supervision.
9. Demonstrate competence in professional writing and agency documentation.
10. 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.
11. Identify and discuss major global, federal, state, local, and agency policies that impact service delivery in the agency.
12. Demonstrate analytical and critical thinking skills in the conduct of one's generalist practice.
13. Apply an empowerment, strengths, and resilience framework to the planned change process across all levels of practice.
14. Use communication skills differentially with client populations, colleagues, and communities to affect change and to improve service delivery.
15. Promote social and economic justice.
16. Demonstrate beginning ability to evaluate one's practice.

### **III. COURSE REQUIREMENTS**

#### A. Required Texts

**There are no required texts for the Field Seminar.**

#### B. Recommended Texts

Students may read any of the following books that may be helpful to them. In addition, students are referred to all texts from their *Social Work Theory and Practice* courses.

Danowski, William A. (2005). *In the field: a real-life survival guide for the social work internship*. Boston, MA: Pearson Education, Inc., Allyn and Bacon.

Grobman, Linda May, ed. (2002). *The field placement survival guide: what you need to know to get the most from your social work practicum*. Harrisburg, PA: White Hat Communications.

Royse, David, Dhooper, Surjit Singh, & Rompf, Elizabeth Lewis. (2007). *Field instruction: A guide for social work students*. Boston, MA: Pearson Education, Inc., Allyn and Bacon.

Sweitzer, H. Frederick & King, Mary A. (2004). *The successful internship, transformation and empowerment*. Pacific Grove, CA: Thomson, Brooks/Cole Publishing Company.

C. Other Recommended Resources and Media

National Catholic School of Social Service <http://ncsss.cua.edu/>

D. Course Assignments

Graded Assignments	Due Date	Ungraded Requirements	Due Date
<b>Fall Semester</b>			
		Weekly Field Reports	<b>Weekly</b>
		Field Facilitating Form	<b>Wk of Sept. 7</b>
Agency paper	<b>Wk of Oct. 1</b>	Learning Plan	<b>Wk of Oct. 12</b>
Process Recordings 1 - 4	<b>Specific dates to be determined by seminar instructor</b>	Early Assessment	<b>Wk of Oct. 26</b>
Practice Evaluation project proposal	<b>Wk of Nov. 24</b>	Final Evaluation	<b>Wk of Dec. 6</b>
<b>Spring Semester</b>			
3 Process Recordings	<b>Specific dates to be determined by seminar instructor</b>	Learning Plan Addendum	<b>Wk of Jan. 26</b>
Field Agency Revisited	<b>To be set</b>	Early Assessment (when required)	<b>Wk of Feb. 16</b>
Practice Evaluation Project Report	<b>To be set</b>	Final Evaluation	<b>Wk of Apr. 27</b>

**SSS 465 Graded Assignments**

Assignment 1: Guided Process Recordings (4)

Assignment 2: Field Agency Paper

Assignment 3: Practice Evaluation Proposal

To be determined

**Due Date: week of Oct. 1**

**Due Date: week of Dec 1**

**SSS 465 Ungraded Requirements**

Assignment 1: Field Facilitating Form **Due Date: week of Sept. 7**

Assignment 2: Field Reports **Due weekly**

Assignment 3: Learning Plan **Due Date: week of Oct. 12**

Assignment 4: Early Assessment Form **Due Date: week of Oct. 26**

Assignment 5: Final Semester Evaluation **Due Date: week of Dec. 6**

**SSS 466 Graded Assignments**

Assignment 1: Guided Process Recordings (3) **Due dates to be set by instructor**

Assignment 2: Field Agency Program Revisited  
Critical and Reflective Analysis **Due Date: to be determined**

Assignment 3: Research Project Report **Due Date: to be determined**

**SSS 466 Ungraded Requirements**

Assignment 1: Learning Plan Addendum **Due Date: week of Jan. 25**

Assignment 2: Early Assessment (as needed) **Due Date: week of Feb. 15**

Assignment 3: Final Evaluation **Due Date: week of Apr. 26**

- E. 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 undergraduate students. Please note that the seminar instructor assigns the grade for field placement. The final grade is based on field education (60%) and seminar work (40%). Students must receive a grade of C or better in **both Seminar and** in Field in order to progress to the next semester in field placement.

Students must complete 480 hours of field education at their community-based agency over the two semesters. Students must receive a minimum grade of *Satisfactory* for all threshold items on the *Final Field Evaluation* each semester. Students must receive a recommendation for a letter grade of *Pass*, or *C* or better, by the field instructor on each semester's Final Evaluation.

**SSS465 Seminar Work .....= 40% of SSS 465 grade**

Attendance & constructive class participation.....	20%
Guided Process Recordings (4).....	40%
Field Agency Profile.....	25%
Practice Evaluation Project Proposal .....	10%
Culture Project .....	5%
.....	100%

**SSS466 Seminar Work ..... = .....40% of SSS 466 grade**

Attendance & constructive class participation.....	20%
Process Recordings .....	40%
Agency analysis .....	15%
Practice Evaluation Project.....	20%
Case Presentation.....	5%
.....	100%

**Field Work**

**Final Field Evaluation = 60% of SSS465/SSS466 grade**  
**Final SSS465/SSS466 Grade = 40% seminar + 60% field work**

- 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: Both graded and ungraded 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 provided. The grade will be **lowered 5 points** otherwise. **Every** assignment must be satisfactorily completed to pass the course.
- 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 BA 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.*

F. 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.

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 proof read 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.

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.

## SSS 465

### Fall Semester Class Topics

#### Introduction

During both semesters of the undergraduate field instruction program and field instruction seminar, special emphasis is placed upon the generalist practice intervention model. This includes learning how to apply knowledge of the planned change processes at the micro, mezzo, and macro levels and to develop associated skills consistent 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 its learning needs. This may include guest speakers, case presentations, and discussion of process recordings.

Furthermore, it is acknowledged that the nature of a seminar means that class topics may not be covered in the sequence listed below. All topics will be covered during the course of the semester, however, they may not be covered in this order or may be covered in more than one class based on the immediate learning needs of the students.

- |               |   |
|---------------|---|
| Classes 1 – 4 | Orientation to Field Practicum & Field Seminar <ul style="list-style-type: none"><li>• Overview of the course purpose</li><li>• Review of syllabus and class assignments</li><li>• Developing 'class rules'</li><li>• Developing the Learning Plan</li><li>• Supervisory Agenda</li></ul> NASW Code of Ethics <ul style="list-style-type: none"><li>• Confidentiality</li></ul> Field Agency Policies and Procedures <ul style="list-style-type: none"><li>• Agency documentation</li><li>• Safety</li><li>• HIPAA</li><li>• Trauma and risk</li><li>• Suicide Assessment</li></ul> |
| Classes 5 – 6 | Professional Relationships <ul style="list-style-type: none"><li>• Supervision</li><li>• Boundary issues</li></ul>  |
| Classes 7-8   | Professional Social Work Expectation <ul style="list-style-type: none"><li>• Examining professional values versus personal values</li><li>• Working with vulnerable and oppressed client systems</li><li>• Recognizing the impact of diversity, social pluralism and demographic variability on the planned change process</li></ul>  |

- Classes 9 – 12      The Generalist Practice Planned Change Processes Relationship building
- Assessment
  - Goal setting
  - Contracting
  - Intervention
  - Monitoring/evaluation the planned change contract
  - Termination
- Introduction to the Field Research Project
- Classes 13 – 14      Semester Closure – Termination

## SSS 466

### Spring Semester Class Topics

#### Introduction

During this semester of the undergraduate field instruction program and field instruction seminar, emphasis continues to be placed upon the generalist practice intervention model. This continues to include learning how to apply knowledge of the planned change processes at the micro, mezzo, and macro levels and to develop associated skills consistent with the student's field of practice, agency populations, clients' presenting problems, and agency service delivery system. In addition to guest speakers, case presentations, and discussion of process recordings, the spring semester may also include exploration of field research projects and revisiting the field agency paper using newly gained practice experience.

Furthermore, it is acknowledged that the nature of a seminar means that class topics may not be covered in the sequence listed below. All topics will be covered during the course of the semester, however, they may not be covered in this order or may be covered in more than one class based on the immediate learning needs of the students.

Classes 1 – 2

Continuation of the Field Practicum & Field Seminar

- Welcome Back
- Overview of the course purpose
- Review of syllabus and class assignments
- Revisiting 'class rules'
- Reintegrating into the field practicum
- Updating the Learning Plan
- Exploring the strengths and weaknesses of Supervision

NASW Code of Ethics

- Reviewing issues of confidentiality experienced in first term

Field Agency Policies and Procedures

- Revisiting agency documentation and newly learned issues
- Revisiting safety concerns
- Revisiting HIPAA requirements
- Revisiting Trauma and risk

Orientation to the "macro" side of Generalist Practice

Class 3 - 4

Developing and Implementing Field Research Projects

Classes 5 – 6

Groups in Agency Settings

- Group dynamics: norms, roles, status, group cohesion, group culture, communication patterns
- Professional use of self in task groups

Classes 7-8	Professional Relationships & Social Work Practice in Agency Settings <ul style="list-style-type: none"> <li>• Supervision concerns identified</li> <li>• Revisiting field agency policies and procedures in light of NASW Code of Ethics and deeper organizational models</li> </ul>
Classes 9 – 12	The Generalist Practice Planned Change Processes Revisited – Social Work Practice in Communities <ul style="list-style-type: none"> <li>• Relationship building : agency role in the community</li> <li>• Interviewing for strengths: talking about change</li> <li>• Problem/issue/challenge/need identification: implications of presenting problem for community change</li> <li>• Assessment</li> <li>• Goal setting</li> <li>• Contracting</li> <li>• Intervention</li> <li>• Monitoring/evaluation the planned change contract</li> <li>• Termination</li> </ul>
Class 13	ACAT
Class 14	Semester Closure – Termination