I. COURSE PURPOSE

In the advanced year students are placed in field placements which are consistent with their chosen concentration and specialization. The integrative seminar is taken concurrently with the practicum, and prepares students to integrate skills learned in chosen theory and practice courses with their field experience. It provides opportunities for the sharing of clinical cases and practice experience.

In the clinical seminars, discussion, and class assignments provide the student opportunity to gain professional and peer feedback regarding the application of clinical social work to clinical practice.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency #1 Professional Identity:</strong></td>
<td>1. Social workers demonstrate professional use of self across all practice settings</td>
</tr>
<tr>
<td>Identify as a clinical social worker &amp;</td>
<td>2. Develop, manage, and maintain therapeutic relationships with clients within the</td>
</tr>
<tr>
<td>conduct self accordingly.</td>
<td>person-in-environment and strengths perspectives.</td>
</tr>
<tr>
<td><strong>Competency #2 Ethical Practice:</strong></td>
<td>1. Social workers recognize and manage personal biases in practice settings.</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide</td>
<td>2. Social workers recognize and negotiate the complexities that can arise when</td>
</tr>
<tr>
<td>clinical practice.</td>
<td>organizational policies/procedures interact with competing professional standards</td>
</tr>
<tr>
<td></td>
<td>for ethical social work practice.</td>
</tr>
<tr>
<td></td>
<td>3. Social workers apply ethical principles through the use of an ethical decision</td>
</tr>
<tr>
<td></td>
<td>making model that helps in the resolution of an ethical dilemma.</td>
</tr>
<tr>
<td><strong>Competency #3 Critical Thinking:</strong></td>
<td>1. Social workers engage in reflective practice.</td>
</tr>
<tr>
<td>Apply critical thinking to inform and</td>
<td>2. Social workers evaluate the strengths and weaknesses of multiple theoretical</td>
</tr>
<tr>
<td>communicate professional judgments.</td>
<td>perspectives and differentially apply them to client situations.</td>
</tr>
<tr>
<td><strong>Competency #4: Diversity in Practice</strong></td>
<td>1. Social workers use their self-awareness to understand the influence of their</td>
</tr>
<tr>
<td>Engage diversity and demonstrate awareness of</td>
<td>personal biases and values in working with others.</td>
</tr>
<tr>
<td>the complexities regarding identity differences</td>
<td>2. Social workers practice within the context of difference in shaping the life</td>
</tr>
<tr>
<td>and how they play out in clinical practice.</td>
<td>experiences of clients, themselves, and the working alliance.</td>
</tr>
<tr>
<td><strong>Competency #5 Human Rights &amp; Justice</strong></td>
<td>1. Social workers practice with the understanding that societal structures and</td>
</tr>
<tr>
<td>Advance human rights through understanding</td>
<td>values may oppress, marginalize, and alienate, or create, enhance, and privilege</td>
</tr>
<tr>
<td>how social and economic justice factors impact</td>
<td>different cultural groups within a society.</td>
</tr>
<tr>
<td>clinical practice</td>
<td>2. Social workers advocate at multiple</td>
</tr>
<tr>
<td>Competency #6 Research Based Practice: Engage in research-informed practice and practice-informed research</td>
<td>1. Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
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</tr>
<tr>
<td>Competency #7 Human Behavior: Apply knowledge of human behavior and the social environment.</td>
<td>1. Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
</tr>
<tr>
<td>Competency #8 Policy Practice: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1. Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
</tr>
</tbody>
</table>
| Competency #9 Practice Contexts: Respond to contexts that shape practice. | 1. Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.  
2. Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts. |
<table>
<thead>
<tr>
<th>Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, and intervene with individuals, families, and groups.</th>
<th>Engagement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>1. Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td>Assessments:</td>
</tr>
<tr>
<td>2. Develop culturally responsive therapeutic relationships.</td>
<td>Social workers:</td>
</tr>
<tr>
<td>3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td>4. Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.</td>
</tr>
<tr>
<td></td>
<td>5. Use differential diagnostic processes</td>
</tr>
<tr>
<td></td>
<td>Intervention:</td>
</tr>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>6. Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td></td>
</tr>
</tbody>
</table>
III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To acquire the skills of peer consultation through student case presentation.

2. To be able to effectively offer and receive constructive feedback with peers and instructor toward the improvement of clinical skills.

IV. COURSE REQUIREMENTS

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

B. **Recommended Texts**

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


C. **Other Recommended Resources and Media**

National Catholic School of Social Service field web pages:
http://ncsss.cua.edu/field-new/field-forms.cfm  http://ncsss.cua.edu/field-new/field-forms.cfm
D. CLASS ASSIGNMENTS FOR SSS871/SSS872

Course Assignments:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Process Recordings</td>
<td>3 Process Recordings</td>
</tr>
<tr>
<td>Clinical Practice Issue Presentation</td>
<td>Clinical Case Presentation</td>
</tr>
<tr>
<td>Field Forms</td>
<td>Field Forms</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Attendance and Participation</td>
</tr>
</tbody>
</table>

Note: more details about the assignments and their due dates can be found in the Addendum.

Fall Semester:

1. Process Recordings 60%
2. Clinical Practice Issue Presentation 30%
3. Attendance and Class Participation 10%

Spring Semester:

1. Process Recording 60%
2. Clinical Case Presentation 30%
3. Attendance and Class Participation 10%

V. 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 and CUA Student Handbook. 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 ‘C’ or above in Seminar and in Field in order to progress to the next semester of Field Instruction.

A. Attendance: The Seminar is a forum for integrating the students’ field experiences and theory and practice knowledge. Students are expected to attend all classes and to participate meaningfully in class discussions.

B. 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. At the instructor’s discretion, grade may be lowered if the assignment is late.
C. **Guides:** Assignments are to be written according to the outline in syllabus.

D. **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.

E. **Winter Break:** Students may only take two weeks off from their field placement during the winter break. The timing of the break should be coordinated and approved by the field instructor.

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](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

VI. **CLASS EXPECTATIONS**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

**NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.**

A. **Scholastic Expectations**
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.

B. **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

Updated 8/1/2015
• 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.

C. 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 (http://graduatesudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers practice material in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

E. 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, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

Updated 8/1/2015
VI. CLASS SCHEDULE FOR FIRST SEMESTER (SSS 871)

The schedule may be modified within each seminar to meet the needs of the class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Introduction &amp; Orientation to the concentration</td>
<td>9/3/15</td>
</tr>
<tr>
<td>Class</td>
<td>The Learning Contract: Identifying learning needs and expectations</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Planning for Phases of Clinical Treatment: Beginning, Middle and End</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>9/10/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>9/17/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>9/24/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>10/1/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>10/8/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>10/15/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>10/22/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>10/29/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>11/5/15</td>
</tr>
<tr>
<td>Class</td>
<td>Student presentation: Issues in Clinical Social Work practice</td>
<td>11/12/15</td>
</tr>
</tbody>
</table>

Updated 8/1/2015
NO CLASS
11/26/15
Thanksgiving Break

Class 13
12/3/15
Student presentation: Issues in Clinical Social Work practice

Class 14
12/10/15
Student presentation: Issues in Clinical Social Work practice

VI. CLASS SCHEDULE FOR SECOND SEMESTER (SSS 872)

Class 1
1/14/16
Student presentation: Clinical case conference

Class 2
1/21/16
Student presentation: Clinical case conference

Class 3
1/28/16
Student presentation: Clinical case conference

Class 4
2/4/16
Student presentation: Clinical case conference

Class 5
2/11/16
Student presentation: Clinical case conference

Class 6
2/18/16
Student presentation: Clinical case conference

Class 7
2/25/16
Student presentation: Clinical case conference

3/3/15
Spring break – NO CLASS

Class 8
3/10/16
Student presentation: Clinical case conference

Class 9
3/17/16
Student presentation: Clinical case conference

3/24/16
Holy Thursday: No class

Updated 8/1/2015
<table>
<thead>
<tr>
<th>Class</th>
<th>Student presentation: Clinical case conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 10</td>
<td>3/31/16</td>
</tr>
<tr>
<td>Class 11</td>
<td>4/7/16</td>
</tr>
<tr>
<td>Class 12</td>
<td>4/14/16</td>
</tr>
<tr>
<td>Class 13</td>
<td>4/21/16</td>
</tr>
<tr>
<td>Class 14</td>
<td>LAST CLASS</td>
</tr>
<tr>
<td></td>
<td>4/28/16</td>
</tr>
</tbody>
</table>
Addendum: Assignments

Assignment: Process Recordings:
Students are to complete six (6) process recordings each semester. Three are turned into the field instructor, and three are turned into the seminar instructor (liaison) each semester. The format for the Process Recordings can be found on the Field Instruction website. Students should select a portion of an interview with a client system (individual, family, couple, or group) and reflect on their experience. Be sure to pay specific attention to your own thoughts and feelings throughout the interaction, as well as the specific techniques and interventions being utilized. Reflect on your impressions of the reactions of your client(s) during the interaction.

The due dates for seminar are as follows:

**Fall 2015:**
- September 24th
- October 29th
- November 19th

**Spring 2016:**
- January 28th
- February 25th
- March 31st
FALL Assignment: Clinical Practice Issue Presentation

Students can choose from the following topics related to clinical social work practice, or propose an additional topic for approval by the instructor. Each student will sign up for one presentation per academic year, with the possibility of working in pairs for the presentation.

- Clinical Case Management
- Documentation
- Vicarious trauma and self-care
- Transference & counter transference
- Working through resistance
- Addressing Projective Identification
- Boundaries in clinical practice
- Diversity, difference, and sameness
- Strengths, resiliency, and post-traumatic growth
- Use of self in clinical practice
- Ethical issues in practice
- Technology and practice
- Neurobiology
- Presentation of a specific intervention or practice model
- Practice with trauma
- Practice with grief
- Practice with personality disorders
- Practice with chronic and persistent mental illnesses
- Practice with couples
- Practice with substance abuse
- Practice with groups
- Practice in medical settings
- Interdisciplinary collaboration

Updated 8/1/2015
The Student who is presenting should:

1. Prepare talking points to provide an overview of the selected topic as it relates to clinical Social Work practice.
2. Present for no more than 10 minutes, allowing majority of time for discussion.
3. Encourage discussion of the topic by preparing questions that evoke dialogue or debate.
4. Serve as a resource and facilitator for the class discussion.
5. Utilize public speaking and presentation skills.
6. Share resources on the topic (e.g. a one page list of resources, references, websites, etc.)
7. Avoid creating a resource packet or report – this presentation should instead offer an opportunity for collegial/professional discussion of ideas, experiences, strategies and opportunities. It should not be duplicative of readings or handouts from other courses.

**Spring Assignment: Clinical Case Presentation**

The Clinical Case Presentation time is an opportunity for all students to discuss, share, offer feedback, and explore clinical issues as they relate to the case presented. Each student will sign up for one presentation per academic year. The student who is presenting should:

- explore application of theory to practice in the clinical social work relationship
- discuss clinical interventions most appropriate for the individual
- address relational issues in providing services
- involve the seminar in sharing similar experiences and intervention ideas.

The presentation should be accompanied by a written document, and address the following:

1. Agency & Client Information
   - Mission of your agency, services offered, and services provided to this client
   - Age, race, marital status, sexual orientation, etc.
2. Time with client and Client Contract
   - Number of sessions to date, consistency of attendance, barriers, etc.
   - Number of sessions contracted, goals/expectations.
   - Does the client have any needs you are unable to meet?
3. Psychosocial History
   - Include information about the presenting problem and other information such as sexual assault(s), eating disorder, substance abuse, self-injury, physical violence, support systems, family history/background, previous counseling experience/hospitalizations, suicidality, and ego strengths.

4. Presenting Problem
   - Why is client coming in for services at this time? Did presenting problem at time of intake change? What are current issues?
   - Identify client strengths and resilience and how this mitigates risk factors.

5. Theoretical Approach
   - What theories are you using to explain this client’s behavior?

6. Intervention Plan
   - Explain the theoretical basis for your planned change process.
   - What are some potential barriers to change for this client?
   - How do you and the client know when you have “success”?

7. Countertransference & Self-Care
   - Explore your feelings about this client – challenges, clashes with personal values, ethical dilemmas, etc.
   - Describe your use of self with this client.
   - What are you doing to take care of yourself in doing this work?

8. Questions for Discussion
   - What feedback are you looking for? Outline any specific points of concern/ stuck points, ethical issues, etc.

Assignment: Timely Management of Field Forms
It is each student’s responsibility to track due dates for the appropriate forms to be turned in to the field liaison/seminar instructor. This is an aspect of professional behavior that must be adhered to for successful completion of the course. Be sure to review the field calendar and be aware of the due dates for the forms and information due each semester. Students should give field instructors ample time for filling out these forms, particularly the Early Assessment and Evaluations that are due at the end of each semester.

Assignment: Class Attendance and Participation
The Advanced Field Integrative seminar is a process-oriented learning experience. If you do not attend class, you cannot make up the experience. This seminar will focus on the development of your professional self, essential elements of this include: presence, attunement, and self-regulation. In order to be fully present in class, please turn off all electronic devices. Do not check email on your phone under the desk (we can all see you!!!!), and if you need to access technology during class, please ask permission and explain why.

Updated 8/1/2015
In addition, students are expected to:

- Be on time – late arrivals are disruptive and disrespectful to those checking in.
- Be professional – behave as you would with colleagues in field.
- Be respectful – do not talk while others are talking; no side-bar conversations, note-passing, non-verbal communication with others, etc.
- Be mindful of the time - do not monopolize class time and work as a group to keep to the time frame for each part of seminar.
- Be open to taking risks to further your learning. The ideal seminar is one where students feel safe discussing mistakes, fears, challenges, etc., in order to maximize their learning.
- Be sure to keep confidential what your colleagues in seminar share.
- Keep technology distractions out of the classroom.