I. COURSE PURPOSE

In the advanced year students are placed in fieldwork agencies 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 practicum experience. It also provides opportunities for the students to share practice experience and to learn from one another.

In the field seminars, discussion and class presentations 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 in practice settings.

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 be 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> Identify as a social worker &amp; conduct self accordingly.</td>
<td>Social workers demonstrate professional use of self across all practice settings. Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
</tr>
<tr>
<td><strong>Competency #2 Ethical Practice:</strong> Apply social work ethical principles to guide professional practice.</td>
<td>Social workers recognize and manage personal biases in practice settings. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice. Social workers apply ethical principles through the use of an ethical decision-making model that helps in the resolution of an ethical dilemma.</td>
</tr>
<tr>
<td><strong>Competency #3 Critical Thinking:</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Social workers engage in reflective practice. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
</tr>
<tr>
<td><strong>Competency #4: Diversity in Practice:</strong> Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in social work practice.</td>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others. Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
</tr>
<tr>
<td><strong>Competency #5 Human Rights &amp; Justice:</strong> Advance human rights and social and economic justice.</td>
<td>Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society. Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
</tr>
<tr>
<td><strong>Competency #6 Research:</strong> Engage in research-informed practice and practice-informed research</td>
<td>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>
</tr>
<tr>
<td><strong>Competency #7 Human Behavior:</strong> Apply knowledge of human behavior and the social environment.</td>
<td>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><strong>Competency #8 Policy Practice:</strong> Engage in policy practice to advance social and economic</td>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
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well-being and to deliver effective social work services.

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<tr>
<th><strong>Competency #9 Practice Contexts:</strong></th>
<th>Respond to contexts that shape practice.</th>
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<tbody>
<tr>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
<td></td>
</tr>
<tr>
<td>Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
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<tr>
<th><strong>Competency #10 Engage, Assess, Intervene, Evaluate:</strong></th>
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<tbody>
<tr>
<td>Engage, assess, and intervene with individuals, families, groups, organizations, and communities.</td>
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<table>
<thead>
<tr>
<th><strong>Engagement:</strong></th>
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<tbody>
<tr>
<td>Social workers:</td>
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<tr>
<td>Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
</tr>
<tr>
<td>Develop culturally responsive therapeutic relationships.</td>
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<tr>
<td>Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
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<tr>
<td>Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
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<tr>
<th><strong>Assessment:</strong></th>
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<tbody>
<tr>
<td>Social workers:</td>
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<tr>
<td>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>Use differential diagnostic processes.</td>
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<tr>
<td>Assess organizations, communities, and policy environments using relevant theories and models.</td>
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<tr>
<th><strong>Intervention:</strong></th>
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<tbody>
<tr>
<td>Social workers:</td>
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<tr>
<td>Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
</tr>
<tr>
<td>Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
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<tr>
<td>Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
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<tr>
<td>Use appropriate and collaborative interventions to affect organizational, community, and societal change.</td>
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<th><strong>Evaluation:</strong></th>
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<tbody>
<tr>
<td>Social workers:</td>
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<tr>
<td>Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
<tr>
<td>Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
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</tbody>
</table>
III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To acquire the skills of peer consultation through class discussions.
2. To be able to effectively offer and receive constructive feedback with peers and instructor toward the improvement of social work skills.
3. To demonstrate self-awareness and self-discipline as a professional social worker.
4. To demonstrate advanced-level skills in a variety of practice contexts.
5. To conduct one's practice in a manner consistent with the National Association of Social Workers’ Code of Ethics.

IV. COURSE REQUIREMENTS

A. Required Text:

B. Recommended Texts:
The books used in the advanced theory and practice courses. Other readings may be assigned by the instructor.

C. Course Assignments:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Practice Issue Presentation</td>
<td>Macro Project Presentation or 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 can be found in the Addendum. For some assignments, additional guidelines will be distributed in class.*

D. Grading Policy – Pass/Fail
Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. Please note that the seminar instructor gives the grade for performance in the field. The seminar accounts for 40% of the course grade; the field evaluation accounts for 60% of the course grade. The following provides weights for the various course assignments:

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Fall Semester:
1. Social Work Practice Issue Presentation  40%
2. Timely management of field forms  10%
3. Attendance and Class Participation  50%

Spring Semester:
1. Macro Project Presentation or
   Clinical Case Presentation  40%
2. Timely management of field forms  10%
3. Attendance and Class Participation  50%

The following are **minimum** requirements in order to pass seminar:

- Attendance required at a *minimum of 12 seminar classes* each semester. Students who cannot attend a seminar meeting must call or email the instructor in advance.
- A passing grade from your field instructor on the final field evaluation.
- A passing grade on all assignments.

E. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

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.

V. 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;
• 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 materials” 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.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to

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discuss practice settings, program responsibilities, and projects with individuals who are not in teaching or supervision roles directly related to the situation.

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 must present that documentation to your instructors and arrange a meeting with your instructors as soon as possible to discuss these accommodations.
VI. CLASS SCHEDULE FOR FALL SEMESTER (SSS 873/875)

The schedule may be modified within each seminar to meet the needs of the class. Topics for class discussion will be identified by the class.

Class 1: Introduction and Orientation to the Concentrations

Introductions, review of field forms: early assessment, end of semester forms, learning plan; expectations for course; plan for semester

Class 2: Supervision in Field: Roles and Responsibilities

Class 3: Class Discussion (topics of interest to class); Learning in Field

Class 4: Class Discussion; Learning in Field

Class 5: Class Discussion; Learning in Field

Class 6: Class Discussion; Learning in Field

Class 7: Class Discussion; Learning in Field

Class 8: Class Discussion; Learning in Field

Class 9: Class Discussion; Learning in Field

Class 10: Student Presentations: Social Work Practice Issue (3)

Class 11: Student Presentations (3)

Class 12: Student Presentations (3)

Class 13: Student Presentations (3)

Class 14: Wrap-up and plan for next semester

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VII. CLASS SCHEDULE FOR SPRING SEMESTER (SSS 874/876)
The topics may be modified within each seminar to meet the needs of the class. Topics for class discussion will be identified by the class.

Class 1: Re-orientation and Plan for the Semester
Class 2: Class Discussion (topics of interest to class); Learning in Field
Class 3: Class Discussion; Learning in Field
Class 4: Class Discussion; Learning in Field
Class 5: Class Discussion; Learning in Field
Class 6: Class Discussion; Learning in Field
Class 7: Class Discussion; Learning in Field
Class 8: Class Discussion; Learning in Field
Class 9: Field Experience and Social Work Careers. Students will discuss insights they have gained about future careers based on their field experiences.
Class 10: Student Presentations: Clinical Case or Macro Project (3)
Class 11: Student Presentations (3)
Class 12: Student Presentations (3)
Class 13: Student Presentations (3)
Class 14: Last class: Celebration and Transition

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Assignment #1: 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 office and 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 #2: 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. For this reason, no more than two absences per semester are allowed. 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.

Assignment #3: Macro Project or Clinical Case Presentation: In the spring semester, students will have the option of giving a 15-minute presentation on a macro project or clinical case presentation. Guidelines for these assignments will be handed out in class.

Assignment #4: Social Work Practice Issue Presentation
In the fall semester, students will choose a topic related to a social work practice issue. Students may work in pairs for their presentation. All presentations must include micro/mezzo and macro dimensions of the practice issue. Examples of topics may include: vicarious trauma and self-care; transference and counter transference; interdisciplinary collaboration; technology and practice; policy influencing practice; or innovative policy, intervention, or practice models.

The students presenting should:
1. Prepare talking points to provide an overview of the selected topic as it relates to both micro and macro 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.
4. Serve as a resource and facilitator for the class discussion.
5. Share resources or further information on the topic (e.g., references, websites) if possible.

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