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 BSW 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, including (a) an eclectic knowledge base grounded in a broad liberal arts education, (b) an understanding of professional social work values and ethics, and (c) 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.

2. Demonstrate knowledge of human behavior and the social environment.


4. Distinguish professional values from personal values.

5. Demonstrate professional use of self.

6. Implement skillfully planned change processes that include establishment of a professional working relationship, problem identification, assessment, contracting, case planning, intervention, evaluation, and termination.

7. Engage in culturally sensitive generalist social work practice as demonstrated in work with diverse populations and populations-at-risk.

8. Conduct one’s practice in a manner consistent with the NASW Code of Ethics.

9. Demonstrate responsibility for one’s own learning experience by taking initiative in identifying learning needs in the learning plan and weekly field supervision.

10. Demonstrate competence in professional writing and agency documentation.

11. 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.

12. Identify and discuss major global, federal, state, local, and agency policies that impact service delivery in the agency.

13. Demonstrate analytical and critical thinking skills in the conduct of one’s generalist practice.

14. Apply an empowerment, strengths, and resilience framework to the planned change process across all levels of practice.

15. Use communication skills differentially with client populations, colleagues, and communities to affect change and to improve service delivery.
16. Promote social and economic justice.

17. 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.


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.


C. Other Recommended Resources and Media

National Catholic School of Social Service [http://ncsss.cua.edu/](http://ncsss.cua.edu/) National Catholic National Catholic School of Social Service Office of Field Education web pages: [http://ncsss.cua.edu/degree_field/field](http://ncsss.cua.edu/degree_field/field)

National Association of Social Workers [http://www.socialworkers.org](http://www.socialworkers.org)


Please refer to this article for a listing of social work journals:

**Course Assignments**

D. **Course Assignments and Due Dates**

| Assignment 1: Agency Profile Paper | Due Date: 10/1/12 |
| Assignment 2: Process Recordings (2) | Due Date: 11/5/12 & 11/26/12 |
| Assignment 3: Research Project Proposal | Due Date: 12/03/12 |

**Field Education Assignments and Due Dates**

- First day of BSW Senior Year Field Internship: August 30, 2012
- Field Internship (480 hours for the year): 16 hours per week
- Weekly Field Reports: Due Date: Weekly
- Field Liaison Facilitating Form (Two Copies): Due Date: 9/04/12
- Learning Plan (Two Copies): Due Date: 10/15/12
- First Semester Early Assessment (Two Copies): Due Date: 10/22/12
- Final 1st Semester Field Evaluation (Two Copies): Due Date: 12/03/12
- Log of Field Hours (Two Copies): Due Date: 12/03/12

**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. Please note that the seminar instructor assigns the final grade for field placement. Grade assignment is in accordance with the University grading system for undergraduate students. 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 receive a minimum grade of Satisfactory for all threshold items on the *Final Field Evaluation* each semester.

**Grade Calculations**

**Seminar Course Work**

- Attendance & constructive class participation........15%
- Process Recordings (2) ........................................50%
- Field Agency Profile ............................................25%
- Research Proposal ..............................................10%

**Field Internship Work**

- Final Field Evaluation ........................................60%

**Final Grade**

Seminar + Field Grade
- **Attendance**: The Seminar is a colloquium for integrating the students’ field work and field internship experiences and for integrating social work theory and practice. Therefore, students are expected to attend all classes and participate meaningfully in class discussions. Attendance is required for a minimum of 12 seminar classes each semester. If a student cannot attend a seminar, s/he must call or email the instructor prior to 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.

- **Originality**: The assignments must be original work for this class. Penalty is in accordance with violation of NCSSS standards for ethical behavior. Any violation will be referred to the BSW Program Chair.

- **Winter Break**: Please note the *NCSSS Field Instruction Manual* states that students in field placement are permitted only two weeks winter vacation in order to maintain continuous client contact. The exact two weeks of vacation are to be chosen and agreed upon by you and your field instructor.

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](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 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.

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.
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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 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
- Overview of the course purpose
- Review of syllabus and class assignments
- Developing ‘class rules’
- Developing the Learning Plan
- Supervisory Agenda

NASW Code of Ethics
- Confidentiality

Field Agency Polices and Procedures
- Agency documentation
- Safety
- HIPAA
- Trauma and risk

Classes 5 – 6 Professional Relationships
- Supervision
- Boundary issues

Classes 7-8 Professional Social Work Expectation
- Examining professional values versus personal values
- Working with vulnerable and oppressed client systems
- Recognizing the impact of diversity, social pluralism and demographic variability on the planned change process
Classes 9 – 12  The Generalist Practice Planned Change Processes

- Relationship building
- Interviewing for strengths
- Problem/issue/challenge/need identification
- Assessment
- Goal setting
- Contracting
- Intervention
- Monitoring/evaluation the planned change contract
- Termination

Introduction to the Field Research Project

Classes 13 – 14  Semester Closure – Termination

Review & critique of the field education seminar
Assignment 1: Field Agency Profile Paper

Introduction:
The purpose of this assignment is to help you obtain a comprehensive understanding of the agency in which you are placed for your field practicum. This includes its place within a field of practice, its organizational purpose, structure and function, and your program or service unit. It is designed to give you a foundation for understanding what it is like to be a worker with a client in your agency/program.

Assignment:
Prepare a twelve-page, doubled-spaced paper, excluding charts, using APA format.
  - Follow this outline precisely.
  - Interview key people who will help you find the information for this assignment.
  - Add charts, if possible. Do not insert charts in lieu of the narrative presentation.
  - Use the latest available data such as an annual report.

A. Agency Mission, Value Base, Public Law and Policy
   1. Discuss your agency's mission, goals and objectives.
      Discuss the values that guide them.
   2. Compare and contrast your personal values with the agency’s professional values.
   3. Identify the specific public laws that guide your agency and discuss how they impact on its programs and services.

B. Funding:
   1. How is the Agency or Program funded? How does the agency acquire funding?
   2. Are the funds sufficient to support the agency? What are the funding problems?

C. Organizational Structure:
   1. Describe the agency and the specific program in which you work.
   2. Describe the Board of Directors for the Agency, using organizational charts if available. Describe the Executive Structure for the Agency or Program, using charts if possible. Use position titles for your discussion rather than names.
   3. Describe the administrative support structure of the agency.
   4. Describe the composition of the professional staff of your program. Is this a multidisciplinary program? What are the minimum educational credentials required for each staff position? Is secondary language proficiency required?
   5. Describe the administrative support structure and their functions for the agency.

D. Population Served:
   1. Describe the general client population served in your program, including geographic boundaries, age groups (use percentages), gender (use percentages), racial and ethnic composition (use percentages), socioeconomic status (use percentages), and other relevant information.
   2. Identify the specific types of issues or problems clients bring to the program.
   3. Which clients are ineligible for services?
E. Community Involvement:
   1. How does your agency interface with the geographical or client community it serves?
   2. Name significant community institutions, agencies, or groups that use your program on a regular basis.

F. Select a real or typical client the agency serves. (Do not use the client's real name).
Describe the client's path to obtaining agency or program services.

   1. How did the client engage the agency/program?
   2. Was there a specific referral source? Is there a typical referral system?
   3. Describe the client situation or need?
   4. Discuss intake forms that need to be completed for service. Include a sample.
   5. Discuss the different services available to address the client situation. What services are not available but requested or needed?
   6. Describe the referral network you would use to assist with your client's request.
   7. Describe the agency's physical environment. Is it accessible in terms of location, transportation, hours, and disability accommodations? Is the office inviting and welcoming?
   8. Discuss the outcome of the client's request for service? What was the time line between request for service and the actual delivery of service?

G. Evaluation:
   1. What data, information, or empirical measures does the agency use to evaluate its program or practice effectiveness? How often do they evaluate themselves?
   2. Describe your observations of the agency's effectiveness in meeting its service goals.
   3. List three strengths and three limitations of the program. Discuss changes you would make if you were the Program Director.

H. Observations:
   1. How your experience with your agency has influenced your decision to enter the Social Work field.
   2. What have you learned about yourself from your agency experience?
   3. Discuss concerns you have about your field placement and suggest remedies.

(Note: Assignments are expected to be submitted to instructor on the due date unless special arrangements are made in advance. The grade will be lowered 5 points if late without a special arrangement).
Assignments 2 & 3: PROCESS RECORDINGS

(Please note: this form may be found under Forms on the NCSSS Field Education web site; however, Parts I and III are different for this course)

Student’s Name: __________________________ Date of Interview: ________________

I. INTRODUCTION: In a brief paragraph describe:
15 points

A. Client System:
   1. Describe the client including age, gender, residence, education, occupation/school year, family composition, social support system and other pertinent data. Be factual and refrain from drawing conclusions or making judgments. To maintain confidentiality, do not use client’s name.

   2. What brought this client to the agency/program? Identify the specific psychosocial issue that your agency/program will address.

B. Interview:
   1. What number interview is this one? What is the specific purpose of this interview/contact/meeting?

   2. How does it build upon your last interview and guide future interviews?

C. Observation: (no judgments)
   1. Describe the setting – does it support or thwart the interview?

   2. Describe the client (s) – be factual.

   3. Describe yourself - what are your feelings as the interview begins?
II. Dialogue

See Office of Field Education website to download this section of the process recording form.
Note: Your Field Instructor’s Comments are not required for submission of the process recording.

III. CONCLUSION: In a brief paragraph describe:

25 points

A. Respond to questions 1 or 2:

1. As a result of this interview, how has your understanding of this client and the problem in social functioning changed?

2. Choose a theory of human behavior and define 1 or 2 concepts from this theory. Use the concept(s) to help explain the client’s current situation.

B. Evaluate your work by (1) analyzing the strengths and weaknesses of your analysis column; (2) evaluating your ability to follow the content and process of the interview; and (3) identifying a gut feeling or emotional reaction you had which surprised you.

C. As you have collaborated with this client, identify a goal, two objectives, and two tasks that will guide your work together.

D. Identify one specific national, state, or local law or policy (give the title) that impacts this client situation and discuss its influence on the agency’s services to this client.
Assignment 4: Research Proposal

The purpose of this assignment is to develop a research proposal that you will implement next semester with a client. How do we know our work helps bring about change in the client situation? This assignment will provide you the opportunity to partner with one client to develop a plan to document the changes that occur during your intervention work. This assignment is to be completed on one page.

Title

Significance of this topic for social work practice

Research Question

Hypothesis

Independent Variable

Dependent Variable

Research Design

Measurement

Intervention