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. 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 sensitive 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. 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. 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.


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/ National Catholic National Catholic School of Social Service Office of Field Education web pages: http://ncsss.cua.edu/degree_field/field
Please refer to this article for a listing of social work journals:


Course Assignments

D. Course Assignments and Due Dates

Assignment: Process Recordings (3) Due Date: TBA
Assignment: Research Project Proposal Due Date: 04/16/12

Field Education Assignments and Due Dates

Field Internship restarts the week of January 7, 2013
Field Internship (480 hours for the year) 16 hours per week
Learning Plan Addendum (One copy to Seminar Instructor) Due Date: 01/21/13
Early Assessment (Optional – See Field Manual) Due Date: 02/25/13
Final Field Evaluation (Two Copies, signed by student & FI) Due Date: 04/29/13
Log of Field Hours (Two Copies, signed by student & FI) Due Date: 04/29/13

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 40% of grade
Attendance & constructive class participation........20%
Guided Process Recordings (3)..........................60%
Research Proposal .......................................05%
Research Project ..........................................15%

Field Internship Work
Final Field Evaluation 60% of grade

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.

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.
SSS 466 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.

SSS 465 Topics

Continued

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 Policies 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

SSS 466 Topics

Classes 1 – 2
Continuation of the Field Practicum & Field Seminar
Integration and application of Social Work coursesk with Field experience
• 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 Polices 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
Task 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
• Supervision concerns identified
• Revisiting field agency policies and procedures in light of NASW Code of Ethics and deeper organizational models
Classes 9 – 12  The Generalist Practice Planned Change Processes Revisited – Social Work Practice in Communities
  • Relationship building: does the agency have a role in the community
  • Interviewing for strengths: talking to community residents about change
  • Problem/issue/challenge/need identification: implications of presenting problem for community change
  • Assessment
  • Goal setting
  • Contracting
  • Intervention
  • Monitoring/evaluation the planned change contract
  • Termination

Classes 13 – 14  Semester Closure – Termination
Review & critique of the field education seminar