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. 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. COMPETENCIES AND PRACTICE BEHAVIORS
The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. 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>Identify as a professional social worker &amp; conduct self accordingly</td>
<td>Social workers advocate for client access to the services of social work;</td>
</tr>
<tr>
<td></td>
<td>Social workers practice personal reflection and self-correction to assure continual professional development;</td>
</tr>
<tr>
<td></td>
<td>Social workers attend to professional roles and boundaries;</td>
</tr>
<tr>
<td></td>
<td>Social workers demonstrate professional demeanor in behavior, appearance, and communication;</td>
</tr>
<tr>
<td></td>
<td>Social workers engage in career-long learning;</td>
</tr>
<tr>
<td></td>
<td>Social workers use supervision and consultation</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Social workers recognize and manage personal values in a way that allows professional values to guide practice;</td>
</tr>
<tr>
<td></td>
<td>Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</td>
</tr>
<tr>
<td></td>
<td>Social workers tolerate ambiguity in resolving ethical conflicts;</td>
</tr>
<tr>
<td></td>
<td>Social workers apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
<tr>
<td>Apply critical thinking to inform &amp; communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
</tr>
<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation;</td>
</tr>
<tr>
<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance</td>
</tr>
<tr>
<td>Advance human rights and social and economic justice</td>
<td>Understand the forms and mechanisms of oppression and discrimination; Advocate for human rights and social and economic justice; Engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Engage in research-informed practice and practice-informed research</td>
<td>Use practice experience to inform scientific inquiry; Use research evidence to inform practice</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; Critique and apply knowledge to understand person and environment</td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being; Collaborate with colleagues and clients for effective policy action</td>
</tr>
<tr>
<td>Respond to contexts that shape practice</td>
<td>Continuously deliver, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
</tr>
</tbody>
</table>
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | **Engagement:**  
- Substantively and affectively prepare for action with individuals, families, groups, |
organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

Assessment:
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

Intervention:
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and changes

Evaluation:
- Social workers critically analyze, monitor, and evaluate interventions

III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. 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.

2. To identify and discuss major federal policies that impact service delivery in the agency.

3. To implement the problem solving processes with the client system of establishing a professional working relationship, problem identification, assessment, contracting, goal setting, intervention, evaluation and termination.

4. To engage the client system (individual, family, group, organization, or community) by using a variety of interviewing skills.
5. To demonstrate self-awareness and self-discipline as prerequisites for (a) professional conduct and responsible behavior in all aspects of the professional role, and (b) as essential aspects of an empathic and effective helping relationship.

6. To apply a variety of theories of human behavior and the social environment in the process of assessment and intervention.

7. To acquire practice skills for effective professional social work in a variety of agencies and programs.

8. To study the agency’s effectiveness on the basis of its own program evaluation.

9. To distinguish knowledge from values, and facts from inferences in order to understand how differences in worker-client world views influence service delivery, particularly in regard to age, gender, sexual orientation, race, ethnicity, disabilities, spirituality, social class, and environmental context.

10. To conduct one’s practice in a manner consistent with the NASW Code of Ethics.

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

12. To demonstrate competence in professional writing and documentation.

IV. 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 Association of Social Workers http://www.socialworkers.org

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

Course Assignments

D. Seminar Course Assignments and Due Dates
Assignment 1: Process Recordings (3) Due Date: TBA
Assignment 2: Mezzo/Macro project summary Due Date: 4/7/15
Assignment 2: Power Point Presentation of Research Findings Due Date: 4/21/15
ACAT exam Completed in last class

Field Education Assignments and Due Dates
Field Internship (480 hours for the year) 16 hours per week
Learning Plan Addendums if assigned by instructor Due Date: 1/26/15
Early Assessment if assigned by instructor Due Date: 2/23/15
Final Senior Field Evaluation (Two Copies –signed/graded) Due Date: 4/27/15
Log of Field Hours (Two Copies – signed/graded) Due Date: 4/27/15
Graded Assignments

1. **Process Recordings**

This semester, three process recordings are to be completed. Two process recordings will be submitted for grades. These two process recordings need not include the Field Instructor’s comments. The third process recording must contain the Field Instructor’s comments and may be submitted at any time during the semester.

The process recordings are expected to include in the analysis column at least one of the following items: application of HBSE to the interview; identification of the problem solving element under work; or identification of interview techniques. In addition, it must include a discussion of social work ethics and values in Section III.

The Process Recording forms may be found online at: [http://ncsss.cua.edu/field/forms.cfm](http://ncsss.cua.edu/field/forms.cfm).

2. **Mezzo/Macro Project Summary**: Over the course of the fall and spring semesters, students will engage in a variety of mezzo and macro tasks/activities/projects. Students are to submit a 1-2 page summary of one of their projects.

Un-graded Assignments

1. ACAT exam

Grade Calculations

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

<table>
<thead>
<tr>
<th>Seminar Course Work</th>
<th>40% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; constructive class participation........15%</td>
<td></td>
</tr>
<tr>
<td>Process Recordings (3) ...........................................75%</td>
<td></td>
</tr>
<tr>
<td>Mezzo/Macro Project Summary .................................10%</td>
<td></td>
</tr>
</tbody>
</table>
**Field Internship Work**

<table>
<thead>
<tr>
<th>Final Field Evaluation</th>
<th>60% of grade</th>
</tr>
</thead>
</table>

**Final Grade**

| Seminar + Field Grades |

V. **Grading Policy**

A. **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.

B. **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.

C. **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.

D. **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.

E. **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.

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. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

In addition, seniors will take the Social Work ACAT exam during the last class. Please bring two number 2 pencils to class to complete this assignment.
VI. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (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
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.

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.

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)*

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 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, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
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 year; 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  Start-Up of Second Semester Field Experience
- How did your clients fare over the holidays
- What changes need to be made to improve the placement
- Supervision Plans for second semester

Review NASW Code of Ethics
- Confidentiality

Review 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 Closure – Termination
Review & critique of the field education seminar
Assignment: **PROCESS RECORDING**

The forms for completing these assignments may be found under *Forms* on the NCSSS Field Education web site.

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 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. How does the setting support or thwart this interview?

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

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

60 Points

See Office of Field Education website to download this section of the process recording form. Your Field Instructor’s Comments are not required for submission of this 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. Ethical social workers are guided by personal virtues and professional values. Identify one virtue that affected your interaction with this client. Identify one value of professional social work that you feel was activated in this situation. Describe the client and the situation and then discuss the virtue and social work value in detail.
Mezzo/Macro Project Summary

Generalist Social Work Practice trains professionals to work with individuals (micro practice), couples, families and groups (mezzo practice), and agencies, organizations, and communities (macro practice).

In discussion with your field instructor, identify a mezzo or macro social work practice experience you will have in second semester. You will write a two-page summary of this project that includes the following information.

Identify the client system
Discuss briefly the client system problem or need from a mezzo or macro perspective
Discuss the strengths the client system brings to the problem solving process
Discuss the planned change process undertaken to resolve the situation
Discuss three of the following factors that influenced the planned change process
   Social work values
   Professional ethics
   Client protective factors and resilience
   Human diversity
   Human rights
   Social and economic justice
   Your organization/agency’s structure
   Your organization/agency’s policies and procedures
   You role in the planned change process