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 to practice settings, at the advanced level, in a variety of 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. 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>
</table>
| **Competency #1 Professional Identity:**       | 1. Social workers practice with a clear understanding of the professional strengths, capacities, and limitations of social work.  
2. Social workers can explain how their developing social work competencies prepare them to carry out the tasks in which they are engaged. |
| Identify as a social worker & conduct self accordingly. |                                                                                   |
| **Competency #2 Ethical Practice:**            | 1. Social workers recognize the complex ethical challenges that arise in a variety of practice settings.  
2. Social workers recognize and manage personal biases as they affect working relationships in practice settings. |
| Apply social work ethical principles to guide professional practice. |                                                                                   |
| **Competency #3 Critical Thinking:**           | 1. Social workers distinguish, critically appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention.  
2. Social workers demonstrate effective oral and written communication skills.  
3. Social workers include ongoing personal reflection as part of their professional practice.  
4. Social workers work collaboratively with other disciplines, and are responsive to and respectful of the work setting and the boundaries therein. |
| Apply critical thinking to inform and communicate professional judgments. |                                                                                   |
| **Competency #4: Diversity in Practice**       | 1. Social workers view themselves as cultural learners and engage those with whom they work as collaborators and experts about their own identity and life experience.  
2. Social workers use their self-awareness to reflect on and diminish the influence of their personal biases and values in working with others.  
3. Social workers recognize and articulate how the service delivery system, social |
policy, and social structures may oppress, marginalize and alienate certain groups, or alternatively enhance, and privilege different groups within a society.

<table>
<thead>
<tr>
<th>Competency #5 Human Rights &amp; Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance human rights and social and economic justice.</td>
</tr>
<tr>
<td>1. Social workers use knowledge of the effects of structural oppression and in deciding what methods and strategies to use to seek social and economic justice.</td>
</tr>
<tr>
<td>2. Social workers understand how power and inequities are initiated and reinforced, and are cognizant not to replicate power inequalities in the relationship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #7 Human Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment.</td>
</tr>
<tr>
<td>1. Social workers synthesize and differentially apply theories of human behavior and the social environment to guide social work practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #8 Policy Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
</tr>
<tr>
<td>1. Social workers can track the link(s) between policy and the delivery of social services in their field placement and other settings in which they are familiar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #9 Practice Contexts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to contexts that shape practice.</td>
</tr>
<tr>
<td>1. Social workers continuously assess and identify changing locales, populations, scientific and technological developments, and emerging political, economic, and societal trends to engage in relevant practice.</td>
</tr>
<tr>
<td>2. Social workers consult and collaborate with colleagues from other disciplines and demonstrate an understanding of the social worker's role in a multidisciplinary context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #10 Engage, Assess, Intervene, Evaluate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage, assess, and intervene with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td><strong>Engagement:</strong></td>
</tr>
<tr>
<td>1. Social workers effectively use interpersonal skills to engage multiple stakeholders involved in shaping an intervention.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>2. Social workers review the scholarly literature and use appropriate theories,</td>
</tr>
</tbody>
</table>
models, and techniques to assess systems.

**Intervention:**
1. Social workers can determine and apply appropriate and collaborative interventions that incorporate strengths, capacities, and resources.

**Evaluation:**
1. Social workers critically analyze, monitor, and evaluate interventions.

### 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:**
Washington, DC: The Catholic University of America.
http://ncsss.cua.edu/field/manual.cfm

**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 Justice Self-Assessment</td>
<td>• SJ Self-Assessment Review</td>
</tr>
<tr>
<td>• Macro Project Presentation</td>
<td>• Macro Project Presentation or</td>
</tr>
<tr>
<td>• Field Forms</td>
<td>Political Position Paper</td>
</tr>
<tr>
<td>• Attendance and Participation</td>
<td>• Field Forms</td>
</tr>
<tr>
<td></td>
<td>• Attendance and Participation.</td>
</tr>
</tbody>
</table>

Updated 8/3/2016
Note: More details about the assignments can be found in the Addendum. For some assignments, additional guidelines will be distributed on the first day of 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:

Fall Semester:
1. Social Justice Self-Assessment  20%
2. Macro Project Presentation  40%
3. Timely management of field forms  10%
4. Attendance and Class Participation  30%

Spring Semester:
1. Social Justice Self-Assessment Review  20%
2. Macro Project Presentation or Political Position Paper  40%
3. Timely management of field forms  10%
4. Attendance and Class Participation  30%

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.

<table>
<thead>
<tr>
<th>Grading System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Updated 8/3/2016
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.

Students will work in pairs to give a 10-minute presentation on a selected social work social change practice issue. This presentation will be counted toward the class participation grade. More about these presentations is provided below.

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 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), 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://graduatesstudies.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 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 much present that documentation to your instructors and arrange a meeting with your instructors as soon as possible to discuss these accommodations.

Updated 8/3/2016
VI. CLASS SCHEDULE FOR FIRST SEMESTER (SSS 875)

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

9/1/16  **Introduction and Orientation to Social Change Concentration:**
Class 1  Introductions; review of field forms: early assessment, end of semester forms; the learning contract. Human dignity as a core value for Social Change practice.

9/08/16  **Social Justice and Social Change:** Discuss evolving definition of social justice, and various practice principles and frameworks that have emerged and informed professional practice.

**Recommended Reading**

Class Handouts on Catholic Social Teaching


9/15/16  **Social Justice and the Supervisory/Field Instruction Relationship**
Class 3  What are the roles of student and supervisor in field? What does it have to do with social justice?

**Recommended Reading**


**DUE: Field Information Form** (2 copies: 1 to me, 1 to Field Education)

9/22/16  **Agency as a Context for Social Change Practice:** Discuss field agencies as organizational agents of social justice and social change. Review agency or unit mission statements, values, services, policies and procedures, decision-making structures. How do they support social justice and social change? How can they be strengthened?

Check in on progress in developing Learning Plans

Updated 8/3/2016
Required Reading


9/29/16  
Social Justice, Social Change, and the Political Process: Students will bring in examples of current and emerging themes of social justice and social change in the context of the election season.

Recommended Reading


10/06/16  
Social Justice, Social Change and Nonviolence  
Guest Speaker: Eli McCarthy, PhD, Justice and Peace Studies, Georgetown University

Required Readings


Nonviolence and Just Peace: Contributing to the Catholic Understanding of and Commitment to Nonviolence. Available here: https://nonviolencejustpeacedotnet.files.wordpress.com/2016/05/appeal-to-catholic-church-on-gospel-nonviolence.pdf

DUE: Learning Plans Due (1 copy to me)

10/11/16  
Administrative Thursday, but SSS 875 Will Not Meet

10/13/16  
Agency as a Context for Social Change Practice: Discuss field agencies as organizational agents of social justice and social change. Review agency or unit mission statements, values, services, policies and procedures, decision-making structures. How do they support social justice and social change? How can they be strengthened?

Required Reading


DUE: Learning Plan (1 copy)
10/20/16  Reflection/Discussion on SJSC Self Assessment
Class 9
DUE: First Semester Early Assessment (2 copies)
SJSC Self-Assessment

10/27/16  Emerging Racial Justice Agenda
Class 10
Required Reading


11/03/16  Social Work Social Change Practice Issue Presentation
Class 11

11/10/16  Student Presentations (3 per class)
Class 12

11/17/16  Student Presentations or D.C. Ideas Fest
Class 13

11/24/16  Thanksgiving Break

12/01/16  Student Presentations (2), Evaluation of Course, Planning for
Class 14  Next Semester
DUE: End of Semester Field Evaluation and Log of Field Hours

VII. CLASS SCHEDULE FOR SECOND SEMESTER

The topics may be modified within each seminar to meet the needs and interests of the group.

Class 1  Re-orientation and Plan for the Semester
1/12/17

Class 2  The Field Agency Experience as a Springboard for Thinking About Social Work
Careers. The students will come to class prepared to talk about insights they may have gained about future careers based on their field experiences. A handout will

Updated 8/3/2016
be provided to prompt thinking around specific domains.

Class 3  Preparing Your Resume and Cover Letter for Results (Guest Speaker)
1/26/17  
**Early Assessment Due** (if required)

Class 4  Looking for a Job in Social Change
2/2/17

Class 5  Social Work Social Change Practice Issue Presentation
2/9/17

Class 6  Social Work Social Change Practice Issue Presentation
2/16/17

Class 7  Social Work Social Change Practice Issue Presentation
2/23/17

Class 8  Special Topic: Self Care in Social Change
3/2/17

**Spring Break from March 6 to March 10**

Class 9  Reviewing Social Justice Self-Assessments. Students will come to class prepared
3/16/17 to discuss how the Social Justice Self-Assessment they prepared in the fall has
changed or remained the same as they begin to emerge as social work professionals.

Class 10  Student Presentations (2)
3/23/17

Class 11  Student Presentations (2)
3/30/17

Class 12  NCSSS Alumni Association Career Panel
4/6/17

Class 13  Student Presentations (2)
4/20/17

Class 14  Student Presentations (1), Review and closure
4/27/17

Updated 8/3/2016
Assignment #1 - Social Justice Self-Assessment: In the fall, students will be asked to write a reflection paper assessing their own vision, values, strengths, and challenges as an emerging social work professional. In the spring, students will revisit this reflection and write a brief reassessment paper. Guidelines for both assignments will be handed out in class.

Assignment #2 – Macro Project Presentation: In the fall semester, students will give a 15-minute presentation on a macro project they are doing in field. In the spring, students will also have the option of giving a 15-minute presentation regarding a political position. Guidelines for all of these assignments will be handed out in class.

Assignment #3: 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 #4: 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.

Ten percent of the participation grade is giving a 10-minute presentation on a selected social work social change practice issue. Details about this presentation are provided below.

Social Work Social Change Practice Issue Presentation
Students can choose from the following topics related to social work social change practice, or propose an additional topic for approval by the instructor. Students should work in pairs for their presentation. Each pair of students will sign up for one presentation per academic year.

- Boundaries in social work social change practice
- Diversity and difference
- Ethical issues in social change practice
- Technology and social change practice
- Innovative social or organizational policy, intervention or practice model.
- Nonprofit management and/or governance
- Policy influencing practice; practice influencing policy
- Issues in practice with task groups
- Interdisciplinary collaboration
- Interpersonal skills for organizational, community practice, and/or policy practice

Updated 8/3/2016
The students presenting should:

1. Prepare talking points to provide an overview of the selected topic as it relates to both macro social work social change practice.
2. Present for no more than 10 minutes, and facilitate a 20 minute discussion on topic among the class.
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. Use 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.