I. COURSE PURPOSE

The yearlong Field Seminar is a forum for students to integrate foundation year social work course content and fieldwork experience as they develop generalist social work skills. Generalist practice is characterized as generic and transferable across diverse fields of practice, agency settings, populations and problems. It uses the problem solving processes applied within a tri-level (micro, mezzo, macro) approach to assessment and intervention. It is multi-method and multi-theoretical.

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. 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>
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<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>
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<td>Social workers practice personal reflection and self-correction to assure continual professional development;</td>
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<td>Social workers attend to professional roles and boundaries;</td>
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<td>Social workers demonstrate professional demeanor in behavior, appearance, and communication;</td>
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<td>Social workers engage in career-long learning;</td>
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<td>Social workers use supervision and consultation</td>
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<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>
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<td>Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics 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>
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<td>Social workers tolerate ambiguity in resolving ethical conflicts;</td>
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<td>Social workers apply strategies of ethical reasoning to arrive at principled decisions</td>
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<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>
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<td>Analyze models of assessment, prevention, intervention, and evaluation;</td>
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<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<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 privilege and power;</td>
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<td>Advance human rights and social and economic justice</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; Recognize and communicate their understanding of the importance of difference in shaping life experiences; View themselves as learners and engage those with whom they work as informants</td>
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<td>Engage in research-informed practice and practice-informed research</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>
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<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Use practice experience to inform scientific inquiry; Use research evidence to inform practice</td>
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<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>
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<td>Respond to contexts that shape practice</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being; Collaborate with colleagues and clients for effective policy action</td>
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<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</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>
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**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 acquire practice skills for effective professional social work in a variety of agencies and programs.

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

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

6. 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 choose to read any of the books below that may be helpful to them. In addition, students are referred to all texts from their *Social Work Theory and Practice* courses.


C. **Other Recommended Resources and Media**

National Catholic School of Social Service field web pages:
http://ncsss.cua.edu/field-new/field-forms.cfm

D. **CLASS ASSIGNMENTS FOR SSS673/SSS674**

**Assignments**

- **Field Agency Macro Paper** (see attached assignment) **Due Week 6**

- **Three (3) Process Recordings per semester** – **Due dates assigned by Seminar Instructor**

  Process recordings are to be reviewed by both the field instructor and by the Seminar Instructor. The Seminar Instructor will grade process recordings, as noted on the Process Recording form, found on-line as 2 separate forms at: http://ncsss.cua.edu/field/forms.cfm. Grading is intended to assist student development of listening and critical thinking skills, as well as self-awareness.

- **Weekly field reports**: Students keep a record of their field placement activities focusing on challenges faced in field, action plans for addressing these challenges, and issues discussed in field instruction. These are submitted weekly until the instructor indicates they are no longer necessary.

- **Updated Field Information Form** – **Due Week 3 (September 12)**

- **Learning Plan**: http://ncsss.cua.edu/res/docs/field/learningplan.doc - **Due week of October 3**

- **Logs** – **Due Oct. 18, 2016 and Jan. 24, 2017**

- **Case presentation** – 1 student presents weekly in the spring semester

- **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. **Due first week of April**

- **Early Assessment** – **Due October 17**
• **Final Evaluation** – Due December 6 and May 2
V. GRADING POLICY:

Grades for this course are based on completion of all course assignments, class participation, and on the field instructor’s recommended grade. Grade assignment is in accordance with the University grading system for graduate students found in the MSW Student Handbook and CUA Handbook. The seminar instructor assigns the grade for field placement. The final grade is based on field instruction (60%) and seminar work (40%). Students must receive a grade of ‘C’ or above in Seminar and in Field in order to progress to the next semester of Field Instruction.

A. **Attendance:** The Seminar is a forum for integrating the students’ field experiences and theory and practice knowledge. Students are expected to attend all classes and to participate meaningfully in class discussions.

B. **Due Dates:** 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. At the instructor’s discretion, grade may be lowered if the assignment is late.

C. **Guides:** Assignments are to be written according to the outline in syllabus.

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

E. **Winter Break:** Students may only take two weeks off from their field placement during the winter break. The timing of the break should be coordinated and approved by the 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. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

VI. **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 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, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.
CLASS SCHEDULE FOR SSS 673/374

In the foundation year theory and practice and seminar classes, special emphasis is placed upon the generalist practice model. The following topics provide a guide to integrate knowledge into practice.

Fall Semester

Class 1  Overview of Field Practicum & Field Seminar
Class 2  Safety
Class 3  Ethics – Values and Virtues
Confidentiality and mandated reporting
Class 4  Mandated Reporting
Class 5  Learning plan
Class 6  Becoming a professional
Class 7  Supervision
Class 8  Documentation
Class 9  Transference and Counter Transference
Class 10 Boundaries
Class 11 Use of Self
Class 12 Diversity
Class 13 Interviewing techniques
Class 14 Semester Wrap up

Spring Semester

In the spring semester, students will continue to learn how to apply generalist knowledge and develop skills associated with the student’s field of practice, agency populations, clients’ presenting problems, and agency service delivery system. In each seminar section students will present cases from their practice.
Field Agency Macro Paper

Instructions:

1. Follow this outline precisely.
2. Be brief and factual in your answers.
3. Use agency charts where possible, e.g., budget, organizational chart for staffing pattern. **Do not insert charts in lieu of the narrative presentation.** If a chart is not available, you may create one to summarize the information.
4. Use the latest available data, e.g. annual report.
5. Locate key people who will help you find the information for this assignment and interview them.
6. Length for this paper is seven (7) to ten (10) pages, excluding charts. Use APA format.

Purpose:

The purpose of this macro-level assignment is to help you understand and think critically about the agency in which you have your field internship, its place within a field of practice, its organizational purpose, structure, and function and, particularly, the specific program or service unit to which you are assigned. It is designed to help you get a beginning “feel” for what it is like to be a worker with a client in your agency or program.

Part I. Agency Mission and Organizational Structure

A. Values and Policy
   
   1. Find and summarize your agency’s mission. Briefly state what values underlie this mission statement. Link 1-2 core values from the NASW Code of Ethics to agency values.
   
   2. Identify a state or federal policy issue that is relevant to clients served by your agency and to recommended client services.
   
   3. How do agency values compare with your values?
   
   4. Values get institutionalized through policy in the form of public laws. Identify relevant public law(s) that impact(s) your agency’s delivery of services.

B. Organizational Structure

   1. Program: Identify the specific program in which you work. **Program**, as used here, refers to the particular program in which you are working in your agency, for example, (the program of) Foster Care in the (agency) Department of Social Services. Identifying a program does not apply to all internship sites, e.g. if you are placed in a school, the school is your agency and you don’t have a specific program beyond that.

   2. Area served: What is the catchment or geographic area served by your agency?
3. Organizational structure: What is the organizational structure of your program? Provide organizational chart if possible.
   
a. Define and describe the Advisory Board and/or Board of Directors for your agency using an organizational chart, if available. Discuss function of board. Do clients serve on this board? Use position titles, not employee names, to discuss the structure.
   
b. What is the composition of the administrative staff and other direct service staff of your program, including the professional disciplines.
   
c. Identify the support staff positions (e.g. office manager, secretary, receptionist) in your program and describe their functions.
   
4. Funding pattern: How is the program funded? What are the various sources of funds? Is your program’s budgeting adequate? Are there funding problems?
   
5. Community involvement: How does your program interface with the community it serves? Name significant institutions, agencies or groups which link your program and the community. Does your program actively seek to engage community participation? Discuss.

Part II. Population Served

A. Provide information on clients served (in your program) using percentages (%). Compare and contrast these factors for clients and agency staff; for example, 20% of clients are Hispanic and 2% of the staff is Hispanic.
   
   1. Age groups
   2. Racial and Ethnic Composition
   3. Gender
   4. Socioeconomic class

B. Identify the specific problems clients bring to your programs? What kind(s) of oppression do your programs’ clients deal with?

C. What are the predominant referral sources? What groups are officially and unofficially reached?

Part III. Client Route to Service in Your Program

Select a client who has come to your attention. Do not use client’s real name. Describe simply and briefly this client’s route to getting what she/he needs answering #s 1-6 below.

   1. **Referral** source: How did this particular client get referred to your program?

   2. **Forms**: What forms does client need to complete? Name and briefly describe.

   3. **Availability** of services: What services are available? What are the barriers or limits to service in your program, e.g. hours of operation? Is the client requesting
services that are not available? Is there a waiting list to receive some/all services?

4. **Network**: Is there a referral network you may use to assist with your client’s request? Describe it.

5. **Agency Environment**: How accessible is your agency in terms of location, transportation, handicapping conditions? Is your agency/office inviting and welcoming?

6. **Initial Outcome**: What is the outcome of the client’s request for service? What was the time line between request for service and actual delivery of service?

**Part IV: Evaluation**

1. **Agency Evaluation**: Describe evaluation or outcome measures used in your program or agency.

2. **Preliminary Observations**: What are your initial impressions of the strengths and limitations of your program?
# Grading Guide for Field Agency Paper

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<th>Name: ____________________</th>
<th>Possible Score</th>
<th>Your Score</th>
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## Part I. Agency Values & Policy and Organizational Structure 40

### A. Values and Policy 20
- Summary of agency mission and values
- State/federal policy issue
- Comparison of your values and agency values
- Identification of public laws that impact delivery of agency services.

### B. Organizational Structure 20
- Identification of the specific program in which you work
- Identification of catchment area or geographic boundaries of area served
- Inclusion of agency charts (organizational)
- Identification of organizational structure and staffing patterns (at all levels)
- Funding Pattern
- Identification of community/interagency interactions

## Part II. Population Served 25

### A. Describe the client population served in your program 15
- Age groups
- Racial and Ethnic Composition
- Gender
- Socioeconomic class
- Identification of specific problems clients bring to your program & oppression.

### B. Identification of the predominant referral sources 10

## Part III. Client Route to Service in your Program 20

- Selection of client
- Identification of referral source
- Identification of and description of forms filled out
- Identification of available services (hours/days/); of services NOT available
- Identification and description of existing networks to which client might be referred
- Identification of agency environment
- Identification of outcome of client's request for service; time line between request and actual delivery of service

## Part IV. Evaluation 10

- Agency evaluation
- Initial impression of strengths and limitations of program

## Other: conformity to directions, APA style, overall appearance, correct grammar, etc. 5

## Final Grade 100
Logs

An effective social worker is aware of personal feelings about the environment in which he/she works. This includes being aware of how clients and their differences affect you personally and how the agency environment influences your ability to do your job. It also means being aware of how social work professional values may come into conflict with your own personal values. And, it means becoming aware of your strengths and your challenges as you learn skills to intervene and become an “agent of change.”

In order to increase your self-understanding, critical thinking skills, and self-efficacy, over the course of the year you will complete several “logs,” offering you the opportunity to write personal reflections in response to an assigned question. Each log should be:

- maximum of 2 pages in length
- double-spaced
- 12 font type
- with 1” margins

The logs should be primarily focused on feelings and thoughts, not merely a description of the events of the day. The logs will be totally confidential, and you will receive feedback from your instructor about your reflections. You will not be negatively assessed for expressing your doubts and your learning challenges. Instead, you are encouraged to reflect honestly upon your work, self-understanding, and your growth as a professional social worker.

Questions for the logs follow:

**Log #1** (fall semester):
Reflecting on your experience, expectations of yourself and others (e.g. field instructor, clients, and agency staff), how do you feel about your field internship, your field instructor and your assignments/tasks so far? What role will you play and what strategies will you develop to ensure your learning needs are met in the internship?

**Log #2** (spring semester):
Discuss an example of when you experienced countertransference this semester with a client(s) and how you dealt with your feelings in terms of your relationship with your client(s).