I. COURSE PURPOSE

In the advanced year students are placed in fieldwork agencies which are consistent with their chosen concentration and specialization. Concurrent with the practicum experience the students have integrative seminars. The Integrative seminar, sectioned by those concentrations and/or specializations, prepares students to integrate skills learned in chosen theory and practice courses with their field practicum experience. It provides opportunities for the sharing of field experiences.

In the health care/military seminar, discussion, role-play, and class assignments provide the student the opportunity to gain professional and peer feedback regarding the application of clinical social work knowledge and the development of clinical skills to clinical practice, at the advanced level, in a variety of settings, with a wide range of client populations.

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:

Updated 7/25/2014
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| **Competency #1 Professional Identity:** Identify as a clinical social worker & conduct self accordingly. | 1. Social workers demonstrate professional use of self across all practice settings  
  2. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives |
| **Competency #2 Ethical Practice:** Apply social work ethical principles to guide clinical practice. | 1. Social workers recognize and manage personal biases in practice settings.  
  2. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice  
  3. Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma |
| **Competency #3 Critical Thinking:** Apply critical thinking to inform and communicate professional judgments. | 1. Social workers engage in reflective practice.  
  2. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. |
| **Competency #4: Diversity in Practice**  
Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice. | 1. Social workers use their self-awareness to understand the influence of their personal biases and values in working with others  
  2. Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance |
<table>
<thead>
<tr>
<th>Competency #5 Human Rights &amp; Justice</th>
<th>1. Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society 2. Social workers advocate at multiple levels for the human rights of marginalized populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
<td></td>
</tr>
<tr>
<td>Competency #7 Human Behavior: Apply knowledge of human behavior and the social environment.</td>
<td>1. Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
</tr>
<tr>
<td>Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1. Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
</tr>
<tr>
<td>Competency #9 Practice Contexts: Respond to contexts that shape practice.</td>
<td>2. Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society. 3. Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts</td>
</tr>
<tr>
<td>Competency #10 Engage, Assess, Intervene, Evaluate: Engage, assess, and intervene with individuals, families, and groups.</td>
<td>1. Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients. 2. Develop culturally responsive therapeutic relationships. 3. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. 4. Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change. 5. Use differential diagnostic processes.</td>
</tr>
</tbody>
</table>

Updated 7/25/2014
Assessment:
6. Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.
7. Use differential diagnostic processes.
8. Assess organizations, communities, and policy environments using relevant theories and models.

Intervention:
9. Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
10. Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
11. Adapt appropriate intervention strategies based on continuous clinical assessment.

Evaluation:
12. Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.
13. Revise intervention and program implementation plans based on ongoing process and outcome evaluation.

III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To acquire the skills of peer consultation through student case presentation.

2. To receive constructive criticism from peers and instructor for the improvement of clinical skills.

3. To demonstrate self-awareness and self-discipline as a professional social worker as a member of a team that consist of a variety of professionals, paraprofessionals, and lay members.
III. COURSE REQUIREMENTS

A. Required Texts
   Washington, DC: The Catholic University of America.
   [http://ncsss.cua.edu/field/manual.cfm](http://ncsss.cua.edu/field/manual.cfm)

B. Recommended Texts
   The books used in the clinical theory and practice courses.
   Other readings may be assigned by the instructor.

Other Recommended Resources and Media
- Association of Oncology Social Work  [www.aosw.org](http://www.aosw.org)
- Association of Pediatric Oncology Social Work  [www.aposw.org](http://www.aposw.org)
- Choices In Recovery - The online resource for bipolar disorder, schizophrenia and
- Department of Veterans Affairs – Veterans services [www.va.gov/landing2_vetsrv.htm](http://www.va.gov/landing2_vetsrv.htm)
- International Policy on Health [http://www.ifsw.org/Publications/4.5.1.pub.html](http://www.ifsw.org/Publications/4.5.1.pub.html)
- Kaiser Family Foundation  [www.kff.org](http://www.kff.org)
- National Alliance for the Mentally Ill  [http://www.nami.org](http://www.nami.org)
- NASW Practice Sections
  - Others Practice Sections at [http://www.naswdc.org/](http://www.naswdc.org/)
- Society for Social Work Leadership in Health Care  [www.sswlhc.org](http://www.sswlhc.org)
- The New Social Worker [http://www.socialworker.com](http://www.socialworker.com)

C. Course Assignments

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Recordings</td>
<td>Process Recordings</td>
</tr>
<tr>
<td>Bio-psycho-social-spiritual-sexual Paper (BPSSS Paper)</td>
<td>Psychosocial Assessment</td>
</tr>
<tr>
<td>Clinical Case Presentation or Clinical Practice Issue Presentation</td>
<td>Clinical Case Presentation or Clinical Practice Issue Presentation</td>
</tr>
<tr>
<td>Field Forms</td>
<td>Field Forms</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Attendance and Participation</td>
</tr>
</tbody>
</table>

Details on the assignments and due dates will be discussed and negotiated in class

Updated 7/25/2014
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:

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Fall 2014 (1)</th>
<th>Spring 2015 (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process Recordings</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Paper on BPSSS Issues</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>A) Clinical Case Presentation or B) Clinical Practice Issue Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Timely management of field forms</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Constructive class Participation</td>
<td>30%</td>
</tr>
</tbody>
</table>

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.

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.

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.

Updated 7/25/2014
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://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 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. I 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.
Fall 2014
Class Schedule

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1     | Introduction and orientation to the concentration  
The Learning Contract: Identifying learning needs and expectations |
| 2     | The role of SW in a health care and military setting (including boundaries)  
Who’s who in a hospital settings  
Who’s who in a military settings  
Similarities and differences in settings and patient populations |
| 3     | Teams in health care and military settings |
| 4     | Student Presentation: Issues in Clinical Social Work Practice |
| 5     | Student Presentation: Clinical Case Conference |
| 6     | Student Presentation: Issues in Clinical Social Work Practice |
| 7     | Student Presentation: Clinical Case Conference |
| 8     | Student Presentation: Issues in Clinical Social Work Practice |
| 9     | Student Presentation: Clinical Case Conference |
| 10    | Student Presentation: Issues in Clinical Social Work Practice |
| 11    | Student Presentation: Clinical Case Conference |
| 12    | Student Presentation: Issues in Clinical Social Work Practice |
| 13    | Student Presentation: Clinical Case Conference |
| 14    | Student Presentation: Issues in Clinical Social Work Practice |

Updated 7/25/2014
Spring 2015  
Class Schedule

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

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>2</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>3</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>4</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>5</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>6</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>7</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>8</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>9</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>10</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>11</td>
<td>Student Presentation: Clinical Case Conference</td>
</tr>
<tr>
<td>12</td>
<td>NCSSS Alumni Association Career Panel</td>
</tr>
<tr>
<td>13</td>
<td>Student Presentation: Issues in Clinical Social Work Practice</td>
</tr>
<tr>
<td>14</td>
<td>Review and closure</td>
</tr>
</tbody>
</table>

Updated 7/25/2014
Addendum: Assignments

Assignment #1: Process Recordings:
Students are to complete six (6) process recordings each semester. Three are turned into the field instructor, and three are turned into the seminar instructor (liaison) each semester. The format for the Process Recordings can be found on the Field Instruction website. Students should select a portion of a session (or other form of contact) with a client system (individual, family, couple, or group) and reflect on their experience. This can be an interaction that went particularly well, or a difficult experience that the student wishes to learn more about through reflection and analysis. Be sure to pay specific attention to your own thoughts and feelings throughout the interaction, as well as the specific techniques and interventions being utilized. Reflect on your impressions of the reactions of your client(s) during the interaction.

The due dates for seminar are as follows:

<table>
<thead>
<tr>
<th>Fall 2014:</th>
<th>Spring 2015:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25th</td>
<td>January 29th</td>
</tr>
<tr>
<td>October 30th</td>
<td>February 26th</td>
</tr>
<tr>
<td>November 20th</td>
<td>March 26th</td>
</tr>
</tbody>
</table>

Assignment #2: (Fall) Bio-psycho-social-spiritual-sexual Paper

Bio-psycho-social-spiritual-sexual Issues Related to Health or Illness of a current client or patient population.

Purpose: To give the student an opportunity to explore the influence of health or illness on the bio-psycho-social-spiritual-sexual aspects of a person or family dealing with the health or illness issue(s). The paper has three main sections: the health or illness issue(s); the bio-psycho-social-spiritual-sexual impact on the person and/or family; and the social work response.

Format: 12 pages (not including reference list), APA style, double-spaced.

Content: Identify the health or illness issue. Provide background information on the issue (prevalence, population effected, short term vs. long term impact of issue on patient and/or family, treatment options, etc.) so your reader has a context in which you work and your client/patient population live and deal with. Identify the potential impact on the bio-psycho-social-spiritual-sexual realms of the client/patient population. This can include not only the individual issues but also family, work, community issues. The last section of the paper must identify how these potential bio-psycho-social-spiritual-sexual changes can be addressed by social work.

You will need to conduct a literature review to complete this assignment well.

Due Date to be Scheduled
Assignment #2: (Spring) Psychosocial Assessment and Treatment Plan

Using either the psychosocial assessment form at your agency or the example handout out in class. Transform that information into a one-page summary of the psychosocial assessment and treatment plan. The information is provided in a narrative with the plan that other team members will read it to learn about the patient and your (the social worker) plan for treatment.

Introduction of Client
Presenting Problem
Referral source and reason
Persons interviewed, including collateral materials

Description of the client (include information is applicable and other information that you believe is necessary as related to your setting)
1. Living situation
2. Functional status
3. Coping strengths
4. Emotional/Behavioral/Cognitive Issues
5. Mental status
6. Cognitive status
7. Affect/Mood
8. Mental health history
9. Current mental health symptoms
10. Substance abuse
11. Abuse/neglect
12. Adjustment to Diagnosis/Treatment/Hospitalization
13. Barriers to Adjustment
14. Basic needs (e.g. insurance, income, work status)

Identification of the Problems/Needs
Impression
Plan

Due Date to be Scheduled
Assignment # 3A: Clinical Case Presentation

The Clinical Case Presentation time is an opportunity for all students to discuss, share, offer feedback, and explore clinical issues as they relate to the case presented. Each student will sign up for one presentation per academic year. The student who is presenting should:

- explore application of theory to practice in the clinical social work relationship
- discuss clinical interventions most appropriate for the individual
- address relational issues in providing services
- involve the seminar in sharing similar experiences and intervention ideas.

The presentation should be accompanied by a written document, and address the following:

1. Agency & Client Information
   - Mission of your agency, services offered, and services provided to this client
   - Age, race, marital status, sexual orientation, etc.

2. Time with client and Client Contract
   - Number of sessions to date, consistency of attendance, barriers, etc.
   - Number of sessions contracted, goals/expectations.
   - Does the client have any needs you are unable to meet?

3. Psychosocial History
   - Include information about the presenting problem and other information such as sexual assault(s), eating disorder, substance abuse, self-injury, physical violence, support systems, family history/background, previous counseling experience/hospitalizations, suicidality, and ego strengths.

4. Presenting Problem
   - Why is client coming in for counseling at this time? Did presenting problem at time of intake change? What are current issues?
   - Identify client strengths and resilience and how this mitigates risk factors.

5. Theoretical Approach
   - What theories are you using to explain this client’s behavior?
   - Define and apply at least three theoretical concepts.

6. Intervention Plan
   - Explain the theoretical basis for your planned change process.
   - What are some potential barriers to change for this client?
   - How do you and the client know when you have “success”?

7. Countertransference & Self-Care
   - Explore your feelings about this client – challenges, clashes with personal values, ethical dilemmas, etc.
   - Describe your use of self with this client.
   - What are you doing to take care of yourself in doing this work?

8. Questions for Discussion
   - What feedback are you looking for? Outline any specific points of concern/ stuck points, ethical issues, etc.

Updated 7/25/2014
Assignment #3B: Clinical Practice Issue Presentation

Students can choose from the following topics related to clinical social work practice, or propose an additional topic for approval by the instructor. Each student will sign up for one presentation per academic year, with the possibility of working in pairs for the presentation. Students can present a suggestion for another topic that is not on this list to present with the approval of the instructor. Approval of a different topic must be obtained at least two weeks in advance.

- Documentation
- Vicarious trauma and self-care
- Transference & counter transference
- Working through resistance
- Addressing Projective Identification
- Boundaries in clinical practice
- Diversity, difference, and sameness
- Strengths, resiliency, and post-traumatic growth
- Use of self in clinical practice
- Ethical issues in practice
- Technology and practice
- Neurobiology
- Presentation of a specific intervention or practice model
- Practice with trauma
- Practice with grief
- Practice with personality disorders
- Practice with chronic and persistent mental illnesses
- Practice with couples
- Practice with substance abuse
- Practice with groups
- Interdisciplinary collaboration

The Student who is presenting should:
1. Prepare talking points to provide an overview of the selected topic as it relates to clinical Social Work practice.
2. Present for no more than 10 minutes, allowing majority of time for discussion.
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. Utilize 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.

Assignment #4: 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.

Updated 7/25/2014
Assignment #5: 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

In addition, students are expected to:

- Be on time – late arrivals are disruptive and disrespectful to those checking in.
- Be professional – behave as you would with colleagues in field.
- Be respectful – do not talk while others are talking; no side-bar conversations, note-passing, non-verbal communication with others, etc.
- Be mindful of the time - do not monopolize class time and work as a group to keep to the time frame for each part of seminar.
- Be open to taking risks to further your learning. The ideal seminar is one where students feel safe discussing mistakes, fears, challenges, etc., in order to maximize their learning.
- Be sure to keep confidential what your colleagues in seminar share.
- Keep technology distractions out of the classroom.