I. COURSE PURPOSE

Field education is the signature pedagogy of the social work profession. Students in the Social Change concentration are required to do a field practicum in a local agency under the supervision of a qualified field instructor. During their field practicum, students will participate in activities that deepen their understanding of social problems and seek change at the organizational, community, and/or social policy levels to improve the well-being of individuals, families, and communities. Concurrent with the practicum, students attend a seminar that emphasizes the relationship of classroom knowledge and field practice. Special emphasis is given to directing theoretical and practical knowledge to the achievement of a more just society through structural change. Prerequisites or co-prerequisites: 570, 571, 572, 581, 582, 590, 605 and 606.

Social workers engaged in social change efforts hold as a core value the inherent dignity and worth of the person. Therefore, this seminar will draw on the student field practicum experience and theories, concepts, and practice models learned in the coursework to think about alternative structures to support human dignity. Students, individually and in teams, will participate in a number of exercises to enhance and master skills related to social work interventions that seek social justice and social change.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:
1. To demonstrate an understanding of the values and principles at the core of social work practice seeking social justice and social change, with a particular emphasis on the dignity and worth of the person.

2. To demonstrate awareness of one’s personal and professional biases and values as they relate to embracing practice methods that reflect a social justice/social change orientation consistent with the NASW Code of Ethics and Catholic Social Teaching, the two intellectual traditions that undergird the Social Change concentration.

3. To demonstrate critical thinking skills by engaging in asset/problem exploration and definition;

4. To engage in differential professional use of self appropriate to the level of macro intervention.

5. To differentially apply theories and models of community organization, social policy analysis, planning, and management in an understanding of problems and needs and also as a guide to methods of intervention for social justice/social change purposes;

6. To demonstrate expertise and skill in policy and community change, social administration/management, and/or international social development consistent with social work values and principles.

7. To demonstrate competence in writing and professional presentations;

8. To integrate the skills of evaluation in assessing policies plans, programs, and processes;

9. To become aware of the special needs of people who have low-incomes, are oppressed or vulnerable, and to consider the root causes underlying those needs.

III. COURSE REQUIREMENTS

A. Required Texts

This seminar depends on required texts in the appropriate theory and practice courses that students are taking.

B. Course Assignments

1. **SJSC Self Assessment**: Students will create their own personal/professional vision statement for a socially just world, and also examine their own strengths and needs in bringing about this world.

2. **Presentation** of one macro project currently underway in one’s field agency, including project’s implications for social justice and social change and the values that form the foundation for the activity. Additional guidelines will be provided for this presentation.
3. **Field Forms**: Liaison Facilitating Information Form; Learning Contract; Mid-semester Evaluation; and Field Evaluation Form.

C. **Grading Policy**

This course will be graded Pass/Fail reflecting one’s accomplishments in Field Instruction (60%) and in this seminar (40%). In the Fall Semester one’s grade for this seminar will be calculated as follows:

1. SJSC Self Assessment  15%  Due Class 9  
2. Presentation  55%  
3. Class Participation  30%

D. **Preparation, Attendance, & Participation**

The Seminar is a colloquium for integrating the students’ field work and field instruction experiences and learning to integrate theory and practice. Therefore students are expected to attend all classes, be on time, and to participate meaningfully in class discussions. Attendance is required at a minimum of 12 seminar classes each semester. If a student cannot attend a seminar, s/he must call or e-mail the instructor in advance of the class. **Any student not meeting the attendance requirement is at risk of failure.**

E. **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/](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.

**CLASS EXPECTATIONS**

**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. Academic Honesty**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

**C. Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
Class Schedule

Note that the order of the topics and placement of class presentations may be modified to meet the needs of the class members.

8/30/12
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.

9/06/12
Social Change for Social Justice: What do we mean by social justice?
Class 2
What does a just society look like? What values and principles inform SJSC social work practice?

(small group exercise)

9/13/12
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 (Disseminated Class 2)


9/20/12
Social Justice and the Supervisory/Field Instruction Relationship
Class 4
What are the roles of student and supervisor in field? What does it have to do with social justice?
Recommended Reading


**DUE: Facilitating Information for Field Liaison Visit Form** (2 copies: 1 to me, 1 to Field Education)

9/27/12
Class 5

**Agency as a Context for Social Change Practice (Part 1):** 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


10/04/12
Class 6

**Agency as a Context of Practice (Part II):** Discuss how organizations translate their values and principles into agency policies, practices, and processes.

Guest Speaker: Sr./Dr. Ann Patrick Conrad, Integrating Values and Principles into Agency Codes of Ethics, the experience of Catholic Charities USA.

10/11/12
Class 7

**Visit to the Foundation Center: Writing Grants to Support Social Change Practice** (Farragut North Metro, K Street exit) 1627 K Street, 3rd Floor

10/18/12
Class 8

**Careers in Social Change:** Speaker TBD

**DUE:** Learning Plan (1 copy)

10/25/12
Class 9

**Reflection/Discussion on SJSC Self Assessment**

**DUE:** First Semester Early Assessment (2 copies)
SJSC Self-Assessment

11/01/12

**Discussion Topic: Processes Used for Social Change** Students will discuss the pros and cons of various processes used to affect social change (e.g.,)
Class 10

Readings: TBD

11/08/12  Student Presentations (3 per class)
Class 11

11/15/12  Student Presentations (3 per class)
Class 12

11/22/12  Thanksgiving Break

11/29/12  Student Presentations (3 per class)
Class 13

12/06/12  Student Presentations (2), Evaluation of Course, Planning for
Class 14  Next Semester

DUE: End of Semester Field Evaluation and Log of Field Hours