I. COURSE PURPOSE

Students are required to serve an internship in local social service agencies under the supervision of qualified field instructors where they will participate in activities and interventions that assist individuals, organizations, and communities. Concurrent with the practicum, students attend a seminar that emphasizes the relationship of classroom theory and field practice. Special emphasis is given to improving assessment, problem-solving techniques, and application of theory. Prerequisites or co-prerequisites: 570, 571, 572, 581, 582, 590, 605 and 606.

The seminar for students who concentrate in Social Justice and Social Change addresses theories and concepts that are relevant to macro practice as these are manifested in students’ field practice. 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.

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 SJSC 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 SJSC values and principles.

7. To demonstrate competence in professional 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 the poor, oppressed, and those who require social services and 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 Review**: Students will review the SJSC self-assessment they prepared last semester and write a short reflection paper according to the guidelines handed out in class. The paper is due Class 9.

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.

OR

**SJSC Project**: Rather than give a presentation on a project in one’s field agency, students have the option of designing a project that will advance social justice or social change on some level and either involving the class in the event or discussing it (informally) in class. For example, one year a student coordinated a panel on immigration and the impact of the workplace raids on children. If a student decides to pursue this route, the idea needs to be presented to the instructor in writing by March 12th.
Position Paper & Presentation: Students should select a political position with which they agree strongly. Based on the knowledge they have in their heads, they should write a narrative explaining their point of view. Then they need to outline the arguments against their own position, citing research, case studies, and other credible sources. Students then need to identify what surprised them about looking deeply at the facts behind the opposing view, and how their opinions shifted based on this analysis. Students will submit a 2-3 page outline of their ideas and present it in class.


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 Spring semester one’s grade for this seminar will be calculated as follows:

1. Presentation/ Project 70%
2. SJSC Self-Assessment Review 10%
3. Class Participation 20%

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 and expected 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/ 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.

IV. CLASS EXPECTATIONS

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. 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.

1/17/13  
Reorientation to Social Change Concentration and Plan for the Semester. Go over semester plan; discuss learning contract and learning expectations; possible field projects for the semester.

1/24/13  
The Field Agency Experience as a Springboard for Thinking About SJSC Careers (Part 1): Students will come into class prepared to talk about insights they may have gained about future careers based on field placement experience so far. A handout will be provided to prompt thinking along specific domains.

Learning Plan Addendum Due (New or modified plans)

1/31/13  
The Process of Becoming a Professional: Part 1, Preparing Your Resume for Results. Guest Speaker: Virginia Marbella Damron, CUA Career Services

2/07/13  
The Field Agency Experience as a Springboard for Thinking About SC Careers (Part 2): The class will continue the discussion from last week.

2/14/13  
Social Change Careers: Spotlight on International Social Development Guest Speaker: Tom Shaw, Catholic Relief Services

2/21/13  
The Process of Becoming a Professional: Part 2, Conducting your Job Search for a Career Seeking Social Change

2/28/13  
Social Change Careers: Spotlight on Nonprofit Managament, Starting a Nonprofit Organization Guest speaker: Jamila Larson, MSW, Co-founder, Executive Director, Homeless Children’s Playtime Project

Due: Early Assessment Form (new field placements)

3/07/13  
SPRING BREAK

3/14/13  

3/21/13  
The Process of Becoming a Professional: Part 3, Reviewing our SJSC Self-Assessments. Students will come prepared to class to discuss how the SJSC Self-Assessment they prepared in the fall has changed or remained the same as they begin to emerge as SJSC professionals.

DUE: SJSC Self-Assessment Reviews
3/28/13 Holy Thursday – No Class

4/04/13 **Student Presentations** (3 per class)
Class 10

4/11/13 **Student Presentations** (3 per class)
Class 11

4/18/13 **Social Change Careers:** Spotlight on Political Social Work. Guest Speaker: D.C. Councilmember Tommy Wells, MSW
Class 12

4/25/13 **Student Presentations** (3 per class)

5/02/13 **Final Student Presentations (2), Evaluation of Course, Celebrate**
Class 14

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