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. EDUCATIONAL OBJECTIVES

The Field Seminar objectives are based upon the NCSSS Office of Field Education Field Education Manual and the Undergraduate Senior and Foundation Year MSW Field Evaluation.

At the completion of the course, the student should be able:

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 implement the problem solving processes with the client system of establishing a professional working relationship, problem identification, assessment, contracting, goal setting, intervention, evaluation and termination.

4. To engage the client system (individual, family, group, organization, or community) by using a variety of interviewing skills.

5. To demonstrate self-awareness and self-discipline as prerequisites for (a) professional conduct and responsible behavior in all aspects of the professional role, and (b) as essential aspects of an empathic and effective helping relationship.

6. To apply a variety of theories of human behavior and the social environment in the process of assessment and intervention.

7. To acquire practice skills for effective professional social work in a variety of agencies and programs.

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

9. To distinguish knowledge from values, and facts from inferences in order to understand how differences in worker-client world views influence service delivery, particularly in regard to age, gender, sexual orientation, race, ethnicity, disabilities, spirituality, social class, and environmental context.

10. To conduct one’s practice in a manner consistent with the NASW Code of Ethics.

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

12. To demonstrate competence in professional writing and documentation.

III. 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/

D. CLASS ASSIGNMENTS FOR SSS673/SSS674

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Due Date</th>
<th>Ungraded Requirements</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>Weekly Field Reports</td>
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<td>Weekly, or, as assigned</td>
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<tr>
<td>Updated Field Information Form</td>
<td></td>
<td>Sept. 20</td>
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<tr>
<td>Field Agency Macro paper</td>
<td>Oct. 4</td>
<td>Log #1</td>
<td>Sept. 27</td>
</tr>
<tr>
<td>Process Recordings #1 &amp; #2</td>
<td>October, specific dates to be determined by seminar instructor</td>
<td>Learning Plan</td>
<td>Oct. 18</td>
</tr>
<tr>
<td>Process Recording #3</td>
<td>November, specific date to be determined by seminar instructor</td>
<td>Early Assessment</td>
<td>Oct. 25</td>
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<tr>
<td>Final Evaluation</td>
<td></td>
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<td>Dec. 6</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>3 Process Recordings</td>
<td>Specific dates to be determined by instructor</td>
<td>Log #2</td>
<td>Jan. 31</td>
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<tr>
<td>Case presentation</td>
<td>Assigned throughout the semester</td>
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<td>Revised Learning Plan</td>
<td>Jan. 24</td>
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<td>Early Assessment (when required)</td>
<td>Feb. 14</td>
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<td></td>
<td></td>
<td>Summary of mezzo/macro projects</td>
<td>April 3</td>
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<td></td>
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<td>Final Evaluation</td>
<td>April 24</td>
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Graded Assignments

1. Field Agency Macro Paper (see attached assignment) Due Oct. 4

2. Process Recordings

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.

In the spring semester, a different Process Recording form is to be used. A link to this form is available at: http://ncsss.cua.edu/field/forms.cfm

3. Case Presentation (see attached assignment)

Un-graded Assignments

- 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

- Learning Plan: http://ncsss.cua.edu/res/docs/field/learningplan.doc

- Logs (see attached assignments)

- 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. Some possible projects are listed below (though the list is not at all an exhaustive one). Students are to submit a 1-2 page summary of one of their projects. Due April 3

Task Group Project

i. Staff a committee (agency, board of directors, interagency);
ii. Organize a task force or group of clients, community residents, workers, etc. in order to address a particular issue or topic.
iii. Attend at least five (5) group meetings and discuss with field instructor your analysis of the dynamics of the meeting(s).

Community Organization Project

iv. Organize a task force or group of clients, community residents, workers, etc. in order to address a particular issue or topic.
vi. Form a group to lobby/advocate on a particular issue.

Organizational Project

vii. Write job descriptions for selected agency personnel.
ix. Supervise a nonprofessional for the semester.
ix. Create a resource book of community resources for clients.
x. Evaluate an agency program or activity.

Planning Activity
xi. Plan a training workshop for agency staff.
xii. Do needs/asset assessment on a particular problem or need of the agency.
xiii. Write a proposal for funding.
xiv. Design a media project.

IV. 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. Please note that 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 Pass in both Seminar and Field in order to progress to the next semester in field placement.

<table>
<thead>
<tr>
<th>SSS673 Seminar Work</th>
<th>40% of SSS673 grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; constructive class participation</td>
<td>20%</td>
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<tr>
<td>Field Agency Macro Paper</td>
<td>25%</td>
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<tr>
<td>Process Recordings</td>
<td>45%</td>
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<tr>
<td>Weekly field reports/Log #1</td>
<td>10%</td>
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<td></td>
<td>100%</td>
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<tr>
<td>Process Recordings</td>
<td>45%</td>
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<tr>
<td>Summary of mezzo/macro projects/Log #2</td>
<td>15%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>20%</td>
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<tr>
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<td>100%</td>
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</tbody>
</table>

**Field Work**

Final Field Evaluation = 60% of SSS673/SSS674 grade

Final SSS673/SSS674 Grade = 40% seminar + 60% field work

Two student field evaluations are submitted during the fall semester:
Early Assessment (*mid-term assessment*) ..... Due: Tuesday, Oct. 25
Final Field Evaluation                        ..... Due: Tuesday, Dec. 6
In the spring semester, the Early Assessment is usually optional (see *Field Manual* for further information. The Final Evaluation is always required.
Early Assessment                                ..... Due: Feb. 14
Final Evaluation                                 ..... Due: April 24

A. **Attendance**: The Seminar is a colloquium for integrating the students’ field work and field internship 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 email the instructor in
advance of the class. Any student not meeting the attendance requirement is at risk of failure.

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. The grade will be lowered 5 points otherwise. At the instructor’s discretion, grade may be lowered 5 points for each week the assignment is late.

C. Guides: Assignments are to be written according to the outline in syllabus. The grade will be lowered 5 points otherwise. Every assignment must be satisfactorily completed in order to receive a passing grade.

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: Refer to the NCSSS Field Education Manual for specific information on field requirements during the winter break. It is anticipated that most students will return to field the week before spring semester classes begin.

V. 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 proofread by the student before submission to the instructor for grading.

Additional 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.

CUA Policy for Removal of a student from a course for disruptive behavior: A student whose disruptive behavior, in the judgment of the instructor, makes it impossible to conduct the class and thus deprives other students of instruction to which they are entitled, may be removed from a course according to the following procedure:
1. The instructor must make an explicit request of the disruptive student to cease and desist.
2. If the student persists in disruptive behavior, the instructor shall immediately report the case to the chairman of the department or, in non-departmentalized schools, the dean of the school in which the course is given.
3. The chairman or dean shall discuss the matter with the student and make a judgment on whether or not the student’s continued attendance is harmful to the course of instruction.
4. If the chairman or dean rules that the student’s continued attendance is harmful, he shall inform the student that he or she may not attend the course.
5. Within five weekdays (excepting holidays), the student may appeal the ruling to the provost, who shall meet with the student, consult with the instructor and the chairman or dean, and either a) reinstate the student, or b) uphold the removal of the student and register a withdrawal of the student from the course.
6. Actions taken as prescribed above shall be documented and placed in the student’s file. (Approved May 12, 1999)

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 Office of 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.

D. 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.

In addition, the Office of Field Education evaluates all participants of the field program through the Student Evaluation of Practicum Experience, which is completed on-line at the end of the spring semester.
CLASS SCHEDULE FOR SSS 673/374

In the foundation year theory and practice and seminar classes, special emphasis is placed upon the generalist intervention model. This includes learning how to apply generalist social work knowledge and skills to the student’s field of practice, agency client population, clients’ presenting problems, and agency service delivery system.

The following topics provide a guide to integrate knowledge into practice. Some SSS673 section discussions and activities will draw on theories presented in HBSE I. Other SSS673/SSS674 section discussions and activities will be guided by students’ particular learning needs based on their experiences in the practicum. Over the course of the year, the listed SSS605/SSS606 class topics will be covered, as appropriate, in SSS673 and SSS674.

Prior to students beginning their field internships, they will attend Building Your Social Work Toolkit. This program counts toward field internship hours.

⇒ No class on Tuesday, Oct. 11th – Administrative Thursday (Thursday classes meet instead of Tuesday classes)

Fall Semester
Class 1 - 4 Orientation to Field Practicum & Field Seminar
  * Intros
  * Review of syllabus and class assignments
  * Developing ‘class rules’
  * Developing the Learning Plan
  * Supervisory Agenda
NASW Code of Ethics
  * Confidentiality
Police and Procedures
  * Agency documentation
  * HIPAA
  * Trauma and risk
Personal Safety

Classes 5 – 8 Professional Relationships
  * Supervision
    o Strengths-based model and traditional model of supervision
    o Adult learning theory
    o Personality styles related to supervision: Personal Style Inventory
  * Boundary issues

Classes 9 – 12 The Planned Change Processes

Classes 13 – 14 Closure – Termination
Review & critique
Spring Semester

In the spring semester, students will continue to learn how to apply generalist knowledge and developing those skills associated with the student’s field of practice, agency populations, clients’ presenting problems, and agency service delivery system.

Each seminar section will have additional activities each week that meet students’ learning needs. This will include students’ case presentations, and may also include guest speakers, presentation of process recordings, and discussion of macro projects and content from SSS 606.

✧ No SSS 674 class on Tuesday, Feb. 7th – SSS606 classes meet for double session Coverdale exercise; no class on Feb. 21st – Administrative Monday (Monday classes meet instead of Tuesday classes)
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

<table>
<thead>
<tr>
<th>Name: _____________________</th>
<th>Possible Score</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I. Agency Values &amp; Policy and Organizational Structure</strong></td>
<td>40</td>
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<tr>
<td><strong>A. Values and Policy</strong></td>
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<tr>
<td>Summary of agency mission and values</td>
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<tr>
<td>State/federal policy issue</td>
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<tr>
<td>Comparison of your values and agency values</td>
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<tr>
<td>Identification of public laws that impact delivery of agency services</td>
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<tr>
<td><strong>B. Organizational Structure</strong></td>
<td>20</td>
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<tr>
<td>Identification of the specific program in which you work</td>
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<tr>
<td>Identification of catchment area or geographic boundaries of area served</td>
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<tr>
<td>Inclusion of agency charts (organizational)</td>
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<tr>
<td>Identification of organizational structure and staffing patterns (at all levels)</td>
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<td>Funding Pattern</td>
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<td>Identification of community/interagency interactions</td>
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<td><strong>Part II. Population Served</strong></td>
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<tr>
<td><strong>A. Describe the client population served in your program</strong></td>
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<tr>
<td>Age groups</td>
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<tr>
<td>Racial and Ethnic Composition</td>
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<td>Gender</td>
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<tr>
<td>Socioeconomic class</td>
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<tr>
<td>Identification of specific problems clients bring to your program &amp; oppression</td>
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<tr>
<td><strong>B. Identification of the predominant referral sources</strong></td>
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<tr>
<td><strong>Part III. Client Route to Service in your Program</strong></td>
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<td>Selection of client</td>
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<td>Identification of referral source</td>
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<td>Identification of and description of forms filled out</td>
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<tr>
<td>Identification of available services (hours/days/); of services NOT available</td>
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<tr>
<td>Identification and description of existing networks to which client might be referred</td>
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<tr>
<td>Identification of agency environment</td>
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<tr>
<td>Identification of outcome of client’s request for service; time line between request and actual delivery of service</td>
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<tr>
<td><strong>Part IV. Evaluation</strong></td>
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<tr>
<td>Agency evaluation</td>
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<tr>
<td>Initial impression of strengths and limitations of program</td>
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<tr>
<td><strong>Other:</strong> conformity to directions, APA style, overall appearance, correct grammar, etc.</td>
<td>5</td>
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<tr>
<td><strong>Final Grade</strong></td>
<td>100</td>
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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? **Due Sept. 27**

**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). **Due Jan. 31**
Outline for case presentations

Presenter:

Think of a question about your client that you would like the class to help you with. For example, you can ask for help in understanding a client, in understanding or explaining the presenting problem, or in developing an intervention. Feel free to ask any question at all that will help you in working with a particular client/client group.

1. Description of the client – describe observable details, presenting problem, what caused client to come in, mental status (cognitive functioning, reality testing, affect, thought processes, etc). Present those facts that are relevant to understanding your client.

2. Person in environment – the bio-psycho-social-spiritual – the social facts of the client’s life – education, employment, social support, spiritual/religious practices, medical problems, cultural system – values, etc. Present those facts that are relevant to understanding your client’s situation.

3. Analysis – how do you explain the problem, etiology, dynamics, motivation, capacity, and opportunity to change. Use theory to explain the problem/situation/client.

4. Goals and Treatment Plan

5. Macro issue: present at least one relevant advocacy or policy issue relevant to your client and recommended services.

Class:

Help the presenter answer the case question and look at the client/situation differently. Use theory to explain a situation, or to suggest how to promote change.