SSS 873/4: Advanced Field Instruction and Integrative Seminar I and II
Combined Concentration
(6 credits)
Academic year 2009-2010

I. COURSE PURPOSE:

Students are placed in field agencies which provide them with supervised practice experiences consistent with their chosen concentration: (1) Clinical, (2) Social Justice/Social Change (SJSC) or (3) Combined. Concurrent with the practicum, the advanced seminars, sectioned by the above concentrations, prepare students to integrate skills learned in chosen theory and practice courses with their field practicum experience. It provides opportunities for the sharing of clinical cases and work on social justice/social change projects.

In the combined seminar, discussions, role play, field visits, multi-media presentations and class assignments provide the student with opportunities to gain professional and peer feedback regarding the application of social work knowledge and the development of social work skills at the advanced level of social work practice. Social work knowledge and skills are applied to work with multiple levels of client systems, in a variety of settings and with a wide range of populations.

Combined Concentration: Clinical Social Work and Social Justice/Social Change Practice

In the combined concentration students spend up to twenty-four hours a week in local social service agencies with field instructors qualified to offer supervision in both clinical and SJ/SC social work practice. By taking their advanced theory and practice courses from professors teaching within each of the other two concentrations, students acquire depth in the methodology of both clinical practice and work to achieve social justice and social change.

Issues related to social work values, ethics, diverse populations, social and economic justice and populations at risk are examined through seminar discussion. Students who complete the
requirements for the combined concentration will meet all the educational requirements for the clinical social work license. They will also be competent to work with communities or to pursue careers in management, planning, community development and/or policy.

II. EDUCATIONAL OBJECTIVES

1. To demonstrate critical thinking skills by engaging in problem exploration and definition from clinical, organizational, and social justice/social change orientations.
2. To engage in differential professional use of self appropriate to the level of intervention determined as most salient by multi-level assessment.
3. To demonstrate clinical expertise by being able to engage clients in an empathic, therapeutic helping relationship taking into account differences in worker-client age, race, gender, sexual orientation, social class, handicapping conditions and world views.
4. To demonstrate management, planning and social change expertise by being able to foster interpersonal cooperation and manage interpersonal conflicts for the purpose of task accomplishment.
5. In the interest of social justice, to be able to engage, diffuse, and negotiate power in a manner ethically consistently with both case and class advocacy and the NASW Code of Ethics.
6. To understand and use theories of social justice to inform the desired outcomes of social work practice with oppressed and vulnerable populations in the area of policy, planning, and organizational management of missions and mandates.
7. To integrate knowledge of one area of the life cycle and knowledge of one method of family practice into one’s clinical practice to enhance subspecialization.
8. To understand and utilize HBSE theories of explanation in clinical, organizational, group, community and societal level assessments.
9. To selectively utilize change theories (practice techniques) lying at the individual, family, group, organizational, community and policy levels of practice in a manner consistent with multi-level assessment.
10. To selectively utilize methods of practice (individual, family, group, planning, management, community organizing, research and policy) appropriate to multi-level assessment and intervention.
11. To demonstrate self-awareness (practitioner self-observation) and self-discipline in the execution of one’s professional role as a specialist in both clinical social work and in social justice and social change practice.
12. To demonstrate interviewing techniques, fact gathering, data analysis, work documentation and presentation of self appropriate to each level of assessment and intervention.
III. COURSE REQUIREMENTS

A. Required Texts
   As assigned in your advanced curriculum courses.

B. Recommended Readings
   As assigned in your field placement.

C. Course Assignments
   1. Students must complete the required field hours (up to 24 hours a week) over two
      semesters.
   2. Students must receive a minimum grade of 5/Acceptable in all threshold items of both
      the clinical and macro early assessment and end of semester field evaluation forms each semester.
   3. Students must receive a recommendation for a grade of Pass by their field instructor(s) on both the
      macro and clinical forms each semester.
   4. Students are required to attend a minimum of 12 integrative seminar classes each semester.
   5. Students must complete three process recordings each semester.
   6. Students must satisfactorily complete all field forms.
   7. Students must do one in-class clinical case presentation each semester.
   8. Students must do one in-class macro project presentation each semester.

Grading
This course will be graded Pass/Fail
- The student’s field evaluation accounts for 60% of the final grade.
- The seminar accounts for 40% of the final grade.
  - Case Presentation 15%
  - Process Recordings 10%
  - Class Participation 15%

The seminar instructor is responsible for determining and assigning the final grade for this course as Pass or Fail.

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<thead>
<tr>
<th>Field Forms</th>
<th>Due Dates</th>
<th>Forms</th>
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<tbody>
<tr>
<td>Liaison facilitating information form</td>
<td>See manual</td>
<td>Learning Plan</td>
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<tr>
<td>Early assessment form</td>
<td>See manual</td>
<td>End of semester field evaluation form</td>
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<tr>
<td>Three process recordings each semester</td>
<td>December and April</td>
<td>As designated</td>
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Course and Instructor Evaluation
NCSSS requires written evaluation of this course and the instructor. Forms for this purpose will be distributed at the last meeting of the class. 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.

FIRST SEMESTER CLASS SCHEDULE
Note that the order of topics and the placement of class presentations may be modified within each semester to meet the needs of the class members.

Class One: Introduction and Orientation to the Combined Concentration
Review of syllabus, field manual and field forms (early assessment form, end of semester evaluation form).
The supervisory relationship
Learning differences and need for accommodations.
Academic advising
Class Two: The Learning Contract
Review of the learning plan criteria and how to set goals and objectives for learning and professional development.
Review of issues of safety within the placement.
Review of agency orientation practices.
Identification of best use of supervision and your supervisor’s experience.
Ground rules, weekly assignments and class format for the combined integrative seminar

Class Three: Agency as a Context of Practice
Review of agency mission statements, policies and procedures, and regulations.
What is your agency and why does it exist? What is the impact of the agency on clients, community, and agency staff? Review of fiduciary responsibilities, documentation practices, and macro/mezzo/macro functions. Discussion of theories of field instruction and supervision.

Class Four: Clinical Assessment Review
Review of theories that explain human behavior and social functioning.
Applying theory to practice.
Purpose and use of psychosocial assessment, initial interviewing practices.
Linking psychosocial assessment and treatment planning.
Review of agency-specific assessment requirements.
Review clinical case presentation format and sample.

Class Five: Clinical Process Recordings
Review process recording guidelines, including process recordings related to methods (individual, family, treatment group) and theory-specific process recordings (e.g., Behavioral, Cognitive, Psychodynamic and Transpersonal). Why do we do process recordings?

Class Six: Relationships
Theoretical bases for understanding the primacy of the client-worker relationship for problem solving. Multi-system perspectives on professional relationships (individuals, families, groups, organizations, communities).
Review of interviewing skills and empathic responding.
Worker-client relationships: What is working? What is not working?
Student-supervisor relationship: What is working? What is not working?
Difficult clients. Difficult workplace relationships
Managing the combined concentration workload.
Begin presentations of clinical cases

Class Seven: Use of Groups as a Practice Method
Review of generic group concepts, interventions and methods of implementation.
Why is group intervention so effective and under what circumstances should it be used?
Examination of uses of groups in clinical, organizational and community settings. Examination of treatment groups facilitated by students.
Continue presentations of clinical cases
Class Eight: Macro Assessment Review
Review of macro assignments and projects. Review types of macro assessment including program evaluation, policy analysis, productivity studies, etc.
Begin social justice/social change case presentations

Class Nine: Agency as an Administrative Context of Practice:
What is your agency’s organizational structure? Review of different management styles. Review of agency job descriptions (Look at your supervisor’s job description. Write your own)
Review of budgeting in the context of program development and proposal writing.
Continue social justice/social change case presentations

Class Ten: Practice and Program Research
Agency-based instruments used in clinical practice, quality assurance, proposal development and agency research. Building evaluation into your projects – why is it so important? How frequently is evaluation used at your agency? Case and class discussions will illustrate the linkages between clinical, social justice and social change practice in social work.

Class Eleven: Diversity
Define cultural diversity – what is your culture? Why is recognition of diversity so critical to clinical and macro practice? How does your personal concept of culture affect your practice? Case and class discussions will illustrate the linkages between clinical, social justice and social change practice in social work.

Class Twelve: Ethics: Macro and Clinical
Application of ethical decision-making hierarchies.
Review of clinical cases for ethical issues.
Review of administrative, policy, project, and planning activities for ethical issues.
Case and class discussions will illustrate the linkages between clinical, social justice and social change practice in social work.

Class Thirteen: Being Supervised and Becoming a Supervisor
Distinguishing clinical supervision from management supervision.
Being supervised and being the supervisor – the balance of power and authority.

Class Fourteen: Program and Policy Analysis
Review policy frameworks and their application to agency-based programs. Implications of policy on program development.
Critique of agency policies and procedures.
Discussion of how policies impact clinical practice.
SECOND SEMESTER CLASS SCHEDULE

Class One: Re-Introduction
Review of syllabus and field requirements.
Learning Plan Addenda
Comprehensive exams

Class Two: Agency internal dynamics
Navigating the professional maze
Understanding and improving internal communications
Building collaborative relationships
Understanding and reconciling internal organizational conflicts

Class Three: Program Development
Social entrepreneurs.
Processes for creating and implementation a community-based agency.
Conducting needs assessments; creating new programs.
Sustaining and growing programs.

Class Four: Strategic Planning
Role of Boards (Directors, Advisors, Subcommittees)
Role of Executive Directors
Role of Staff
Role of stakeholders

Class Five: Preventing Burnout
Review of NASW code of ethics on responsibilities to the profession, the agency and to each other as professional colleagues. Review of field themes, content knowledge, skills, issues as reflected in process recordings, logs etc.

Class Six: Career planning for the combined concentration
Checking out the job market; Writing resumes; Letters of reference; Job interviews; Licensure

Class Seven: Review before comprehensive exam

Class Eight: Transferring and termination with projects and clients
Types of clinical terminations; Writing summaries; Doing case presentations;
Evaluating, transitioning and terminating organizational, group and community projects.
Relationship Issues and termination.
Class Nine: Evaluating Clinical Assessment Skills
Review five axes of the DSM IV.
Review other clinical assessment methodologies.
Practice assessment and diagnosing through case samples.
*Case Presentations.*

Class Ten: Evaluating Clinical Intervention Skills
Review of clinical methods
Comparison of models of practice.
Review of traditional models of practice.
Review of strength-based and solution-focused practice.
*Case Presentations*

Class Eleven: Evaluating Skills in Assessing Organizations, Groups and Communities
Traditional and Strengths based approaches to problem identification/resource development in work with organizations and community groups.
Formulating problem statements for work in the social justice/social change arenas of social work practice
*Case Presentations*

Class Twelve: Evaluating Intervention Skills for working with Organizations, Groups and Communities
Improving practice.
Strategies for achieving social justice and social change.
*Case Presentations*

Class Thirteen: Preparation for ending field practicum
Discussion of field and termination activities

Class Fourteen: Wrap Up
Review the year; Complete year-end surveys, field forms, course evaluations