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:** 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 8
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 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.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class</th>
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<tbody>
<tr>
<td>9/03/09</td>
<td><strong>Introduction and Orientation to Social Justice and Social Change</strong></td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Concentration.</strong> Introductions; review of field forms: early assessment, end of semester forms; the learning contract. Human dignity as core value for SJSC practice.</td>
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<tr>
<td>9/10/09</td>
<td><strong>Social Justice and Social Change:</strong> What do we mean by social justice?</td>
<td>2</td>
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<tr>
<td></td>
<td>What does a just society look like? What values and principles inform SJSC social work practice?</td>
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<td>(Combined students will be joining us for this class.)</td>
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<tr>
<td>9/17/09</td>
<td><strong>Social Justice and Social Change:</strong> Discuss evolving definition of social justice, and various practice principles and frameworks that have emerged and informed professional practice.</td>
<td>3</td>
</tr>
<tr>
<td>9/24/09</td>
<td><strong>Social Justice and the Supervisory/Field Instruction Relationship</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>What are the roles of student and supervisor in field? What does it have to do with social justice?</td>
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**Recommended Reading**

- Class Handouts on Catholic Social Teaching (Disseminated Class 2)

**UN Declaration of Human Rights**

**DUE 9/11: Facilitating Information for Field Liaison Visit Form** (2 copies: 1 to me, 1 to Field Education)

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</table>
Recommended Reading


10/1/09  
Class 5  
**Agency as a Context of Practice (Part 1):** 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.

10/08/09  
Class 6  
**Agency as a Context of Practice (Part 2):** Discussion of field agency/unit mission statements, values, services, policies and procedures, decision-making structures. How do they support SJSC? How can they be strengthened?

Recommended Reading


10/15/09  
Class 7  
**Visit to Foundation Center: Writing Grants to Support SJSC**  
(Farragut North, K Street exit) 1627 K St., 3rd Floor

DUE: Learning Plan (2 copies)

10/22/09  
Class 8  
**Reflection/Discussion on SJSC Self Assessment**

DUE: Social Justice Social Change Self-Assessment

10/29/09  
Class 9  
**Social Work Policy Practice Forum**

DUE: First Semester Early Assessment (2 copies)

11/05/09  
Class 10  
**Program Budgeting: Reflecting Values and Principles in Financial Planning and Decision-Making**

Guest Speaker: Emily Van Loon, CFO, So Others Might Eat
<table>
<thead>
<tr>
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<tr>
<td>11/12/09</td>
<td>Careers in Social Justice and Social Change: Policy Guest Speaker</td>
<td>Class 11</td>
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<tr>
<td>11/19/09</td>
<td><strong>Student Presentations</strong> (3 per class)</td>
<td>Class 12</td>
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<tr>
<td>11/26/09</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12/03/09</td>
<td><strong>Student Presentations</strong> (3 per class)</td>
<td>Class 13</td>
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<tr>
<td>12/10/09</td>
<td><strong>Student Presentations</strong> (2), Evaluation of Course, Planning for Next Semester</td>
<td>Class 14</td>
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**DUE:** End of Semester Field Evaluation and Log of Field Hours