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, 590, 605 and 606.

The seminar for students who concentrate in Social Policy, Planning, and Management addresses theories and concepts that is 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 macro social work interventions.

II. EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able:

1. To demonstrate critical thinking skills by engaging in problem exploration and definition

2. To engage in differential professional use of self appropriate to the level of macro intervention
3. To differentially apply theories of community organization, social policy, planning, and management in an understanding of problems and needs and also as a guide to methods of intervention for social change purposes

4. To demonstrate expertise and skill in social management, social planning, and policy analysis, especially skills in doing the following:
   - Needs assessment
   - Trend analysis
   - Writing plans
   - Preparing budgets
   - Developing financial management systems
   - Designing job descriptions
   - Supervising staff
   - Monitoring and evaluating programs and plan
   - Working with committees, boards of directors, and other community groups
   - Organizing a lobbying effort
   - Preparing a piece of legislation
   - Understanding appropriate software and statistical packages appropriate to social management, program evaluation, social planning, and advanced policy analysis

5. To demonstrate competence in professional writing and professional presentations

6. To integrate the skills of evaluation in assessing policies, plans, and programs

7. To become aware of the special needs of the poor, oppressed, and those who require social services

8. To demonstrate awareness of one’s personal and professional biases and values

9. To conduct one’s practice in a manner consistent with the National Association of Social Workers’ Code of Ethics.

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. Presentation of a planning activity currently underway in one’s field agency; or,
2. Presentation of an analysis of policy underway at one’s agency;
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 Spring Semester one’s grade
for the seminar will be calculated as follows:

1. Presentation 70%
2. Class participation 30%

Please refer to the CUA Announcements or Program Handbook for Academic
Requirements that include scholastic and behavioral requirements.

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 email 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 within each semester to meet the needs of the class members. )

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<tr>
<th>Class</th>
<th>Topics</th>
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<td>1</td>
<td>Introduction to and plan for the semester. The Learning Contract: identifying learning needs and expectations for the SPPM Concentration</td>
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<tr>
<td>2</td>
<td>Fundraising; Invited Guest, Ms. Kimberly Mullins of Wealth.com</td>
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<tr>
<td>3</td>
<td>Budget Analysis, Coalition-Building, and Lobbying: Invited Guest, Ms. Susie Cambria of DC Action for Children</td>
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<td>4</td>
<td>Agency Visit</td>
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<td>5</td>
<td>Agency Visit</td>
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<tr>
<td>6</td>
<td>Careers (jobs) in Macro Social Work. Invited Speakers (TBA)</td>
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<td>7</td>
<td>Agency Visit</td>
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<tr>
<td>8</td>
<td>What's happening in the Field?</td>
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<td>9</td>
<td>Agency Visit</td>
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<td>10</td>
<td>Agency Visit</td>
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<td>11</td>
<td>Speaker (TBA)</td>
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<tr>
<td>12</td>
<td>Student Presentations</td>
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<td>13</td>
<td>Re-visiting Macro Social Work and Evaluation of Course and Professor</td>
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