I. COURSE PURPOSE

Students select a placement in field agencies which provide them with supervised practice experience consistent with their chosen concentration: Clinical; Social Justice and Social Change; or Combined. Advanced field education and integrative seminar builds on the foundation years’ content on theory, diversity, working with populations at risk, social and economic justice, social welfare policy and services and research. Concurrent with the practicum, the advanced seminars, sectioned by those concentrations, prepare students to integrate knowledge and skills learned in theory, practice, evaluation, and ethics courses with their field practicum experience. It provides opportunities for the sharing of clinical cases and/or macro projects.

In this clinical seminar, presentations by professionals in the field, discussion, role-play, class presentations, and assignments provide the student opportunity to gain professional and peer feedback regarding the application of advanced social work theory, the development of clinical skills as applied to social work practice, the application of values and ethics, addressing issues of diversity, working with populations at risk, social and economic factors, social welfare policy and services, as well as research at the advanced level, in health care settings.

II. EDUCATIONAL OBJECTIVES

1. To differentially apply explanatory theories (psychoanalytic, cognitive, behavioral, transpersonal, family systems, and others) to the assessment of client systems across the individual and/or family life cycles.
2. To understand the critical psychosocial themes and issues related to direct practice in health care settings for the individual, family, and the community.

3. To advance knowledge of direct social work practice across health related fields and settings.

4. To acquire the skills of peer consultation through student case presentation.

5. To receive constructive criticism from peers and instructor for the improvement of clinical skills.

6. To demonstrate self-awareness and self-discipline as a professional social worker on multidisciplinary team, and/or in a host setting.

7. To demonstrate skill at an advanced clinical level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various age groups.

8. To demonstrate competence in professional writing and documentation.

9. To integrate the skills of evaluation and practice.

10. To respect differences in the needs, attitudes, and behaviors of diverse populations.

11. To demonstrate awareness of one's personal and professional biases and values.

12. 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

B. Recommended Texts
   The books used in the clinical theory and practice courses. Additional readings will be available on Blackboard for students to read as assigned by instructor.

C. Other Recommended Resources and Media
   Association of Oncology Social Work [www.aosw.org](http://www.aosw.org)
   Society for Social Work Leadership in Health Care [www.sswlhc.org](http://www.sswlhc.org)
   NASW – Health Section [http://www.socialworkers.org/health.asp](http://www.socialworkers.org/health.asp)
   Kaiser Family Foundation [www.kff.org](http://www.kff.org)
   Association of Pediatric Oncology Social Work [www.aposw.org](http://www.aposw.org)
D. Course Assignments

Fall 2011
Due Date to be Determined.

Paper on the bio-psycho-social-spiritual-sexual (BPSSS) issues related to the health or illness issue(s) of a current client.

Process Recording

Bio-psycho-social-spiritual-sexual Assessment of a current client

Field Forms: Liaison Facilitating Information Form, Learning Plan, mid-semester evaluation, and caseload report, First Semester Final Field Evaluation.

Spring 2012
A minimum of one case presentation with a question – five minute presentation of the case, clearly identify the issue in which you need guidance, open participation with colleagues in resolving the issue.

A minimum of one case presentation of an intervention with an individual client or family and discuss the theory that guided your intervention. This could be with an explanatory theory or change theory.

Field Forms: Learning Plan Addendum, mid-semester evaluation (if required), and Second Semester Final Field Evaluation

E. Grading Policy – Pass/Fail.
The Seminar accounts for 40% of the course grade. The Field Evaluation accounts for 60% of the course grade.

Fall 2011
Psychosocial 20%
Process Recording 20%
Paper on Psychosocial Issues 20%
Timely management of field forms 10%
Constructive class Participation 30%

Spring 2012
Case Presentation with question 30%
Case Presentation with theory 30%
Timely management of field forms 10%
Constructive class Participation 30%
The following are minimum requirements in order to pass seminar:

Attendance 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.

A Pass from your field instructor on the final field evaluation and the course grades must be at a Pass (70 or above).

F. 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.
Fall 2011
Class Topics

The Integrative Seminar is driven by the questions and concern brought by the student from their field instruction experience to the class for discussion and comment. Over the course of the fall semester, among the topics expected to be explored include but are not limited to:

**Topics**

- Introduction
- Understanding the role of social work in a health care setting
- Assessment
- Documentation
- Interventions
- Advocacy
- Transference and counter transference
- The continuum of care: from healthy to terminal and beyond
- Clinical process: Diversity and difference
- Dual Diagnosed Patients
- Use of supervision: Self-evaluation
- Assessment of a family
- Core social work skills and values within varied agency settings
- Review the semester and plan for next semester
Spring 2012
Class Topics

The Integrative Seminar is driven by the questions and concern brought by the student from their field instruction experience to the class for discussion and comment. For the Spring Semester the topics will be decided at the end of the Fall Semester based on student interest.