I. COURSE PURPOSE

In the advanced year students are placed in fieldwork agencies which are consistent with their chosen concentration. Concurrent with the practicum experience the students have integrative seminars. The Integrative seminar, sectioned by those concentrations, prepares 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/or macro projects.

In the clinical seminars, discussion, role-play, and class assignments provide the student opportunity to gain professional and peer feedback regarding the application of clinical social work knowledge and the development of clinical skills to clinical practice, at the advanced level, in a variety of settings, with a wide range of client populations.

II. EDUCATIONAL OBJECTIVES

1. To differentially apply explanatory theories (psychodynamic, cognitive, behavioral, transpersonal, family systems, and others) to the assessment of client systems across the individual and/or family life cycles.

2. To distinguish the appropriate treatment modality (individual counseling, clinical case management, couples, group, family) for particular client problems.

3. To differentially apply practice models to the treatment planning and intervention with individuals, families and groups.
4. To acquire the skills of peer consultation through student case presentation.

5. To be able to effectively offer and receive constructive feedback with peers and instructor toward the improvement of clinical skills.

6. To demonstrate self-awareness and self-discipline as a professional clinical social worker.

7. To demonstrate skill at an advanced clinical level in relationship building, problem identification, clinical case management, assessment, goal setting, 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 Text:
Washington, DC: The Catholic University of America.
[http://ncsss.cua.edu/field/manual.cfm](http://ncsss.cua.edu/field/manual.cfm)

B. Recommended Texts:
The books used in the clinical theory and practice courses.
Other readings may be assigned by the instructor.

C. Course Assignments:

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<tr>
<td>Attendance and Participation</td>
<td>Attendance and Participation</td>
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*Note: more details about the assignments, and their due dates will be discussed in class.*

Updated 6/2012
D. Grading Policy – Pass/Fail
Grades for this course are based on the successful completion of course assignments, seminar instructor’s evaluation of appropriate and adequate class participation, and the field instructor’s evaluation and recommended grade. Grading of assignment is in accordance with the University grading system for graduate students, found in the Student Handbook. Please note that the seminar instructor gives the grade for performance in the field. The seminar accounts for 40% of the course grade; the field evaluation accounts for 60% of the course grade.

Fall Semester:
- Process Recording I 20%
- Psychosocial Assessment 20%
- Clinical Case Presentation 10%
- Class Presentation & Resources 10%
- Timely management of field forms 10%
- Attendance and Class Participation 30%

Spring Semester:
- Process Recording II 20%
- Assignment TBD 20%
- Clinical Case Presentation 10%
- Class Presentation & Resources 10%
- Timely management of field forms 10%
- Attendance and Class Participation 30%

The following are minimum requirements in order to pass seminar:

1. 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.

2. A passing grade from your field instructor on the final field evaluation.

3. A passing grade on all assignments.

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.
IV. CLASS SCHEDULE FOR FIRST SEMESTER (SSS 871)

The topics may be modified within each seminar to meet the needs of that group

Class 1  Introduction and orientation to the concentration
Planning for Phases of Clinical Treatment: Beginning, Middle and End
(Termination)

Class 2  The Learning Contract: Identifying learning needs and expectations for the
clinical concentration and field experience

Class 3  Theory of field instruction and supervision

Class 4  The structure of an initial interview

Class 5  Documentation for clinical social workers: HIPAA, etc.

Class 6  Vicarious trauma and self-care

Class 7  Assessment of adults: Psychosocial history, DSM IV-TR, rapid assessment
instruments, self-anchored scales, strengths assessment

Class 8  Assessment of a family and of a child

Class 9  Transference and counter transference

Class 10 Boundaries in clinical practice

Class 11 Clinical process: Diversity and difference

Class 12 Problem identification: Strengths and resiliency

Class 13 Use of self in clinical practice

Class 14 Open topic: To be decided by class
Wrap up and closure for semester
V. CLASS SCHEDULE FOR SECOND SEMESTER (SSS 872)

The topics may be modified within each seminar to meet the needs of that group.

Class 1  Social work practice with trauma
Class 2  Social work practice with grief
Class 3  Social work practice with depression
Class 4  Social work practice with anxiety
Class 5  Social work practice with other chronic mental illnesses
Class 6  Social work practice with children
Class 7  Social work practice with families
Class 8  The process of becoming a professional: Networking, licensing, jobs
Class 9  Social work practice with couples
Class 10 Social work practice with substance abuse
Class 11 Social work practice with groups
Class 12 Social work practice with physical illnesses
Class 13 Open topic: To be decided by the class
Class 14 Review and closure