



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## **Course Prefix, Number and Title: SOWK 4601 & 4602**

**Course CRN # and Section: 20221 (01), 20223 (30), 20222 (01), & 20224 (30)**

**Semester Taught (including year): Spring 2019**

**Credit Hours: 12 (6 each)**

**Prerequisites: All SOWK Courses**

**Course Time (if applicable): N/A**

**Building and Room Number (if applicable):**

**Professor: Dr. Sarah Whittaker**

**Office Location: Marsh Hall 212**

**Office Hours: M - F 11:00-12:00**

**Email: [whittakers@concord.edu](mailto:whittakers@concord.edu)**

**Phone: 304-384-5228**

**Office Fax: 304-384-6091**

**College/Department Website:  
[www.concord.edu/sws](http://www.concord.edu/sws)**

### **Course Description/Rationale:**

This course consists of a full semester of field instruction, with a number of assignments and activities associated with the placement. The field work includes over 500 hours (placements during the summer are over 400 hours). Field instruction is the culmination of your academic preparation for a professional social work career. The experience will allow you the opportunity to integrate the values, knowledge, and skills you have learned through your studies.

### **Philosophy of Field Instruction:**

Field instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanction. As students learn from social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Field instruction also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a generalist experience in their field placement agency; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their field placement.

**Course Management System** (Blackboard/Moodle or other systems):

**Hardware/Software Needed** (include privacy policies, if applicable):

**Text requirements:**

**Concord University Educational Goal(s):**

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
  - listening and speaking
  - reading and writing
  - numeracy
  - graphic communication
  - non-verbal communication
  - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.

**National Standards** (if applicable) For example, NCTM, IRA, CAEP, etc.

### **Council on Social Work Education (CSWE)**

#### **Social Work Competencies**

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

#### **Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Council on Social Work Education, 2015. Educational Policy and Accreditation Standards.

### **Specific Learning Outcomes**

#### **Course Requirements**

#### **Evaluation:**

Your faculty liaison is responsible for assigning a course grade based upon the evaluation by your field instructor and evaluation of all class assignments. There are also opportunities for you to evaluate the field placement process. The agency field instructor also evaluates the performance of the faculty liaison and the program. Examples of all evaluation forms are in this field manual.

#### **Comprehensive Evaluation:**

Students are required to take the Social Work Education Assessment Project (SWEAP) tests. Individual results of the test are anonymous and are reported to the school as a composite score.

#### **Educational Methods:**

The field setting will give you the opportunity to gain work experience under the supervision of an approved field instructor. The Social Work Program will provide opportunities for you to integrate the content you have learned by utilizing educational assignments to facilitate the process.

#### **Process Recordings:**

Three process recordings will be completed; a micro level experience, a mezzo level experience, and a macro level experience. Each process recording will at a minimum include: the date of the session, a detailed description of the interaction, your observations of communication processes, your assessment of what happened, your thoughts and feelings about the contact, and a statement of follow up required as a result of the session. Do not identify clients in your writing. Due dates for the recordings will be established by your faculty liaison. You may be asked to present one of your process recordings during integrative seminars.

#### **Competency Thesis:**

The competency thesis is described in detail in the attached document.

#### **Activity Logs:**

Students are required to complete activity logs documenting their time, activities, and observations during

their field placement. The logs are to be submitted to your field liaison at each seminar. Do not identify clients in your logs.

### **Integrative Seminars:**

The seminars for Social Work 4601 & 4602 are mandatory. You are expected to be prepared. The majority of seminars are conducted online through Adobe Connect on Blackboard. If you are unable to attend seminar, you need to notify your faculty liaison. Participation in seminars is required.

The schedule for the orientation seminar is as follows:

- 1) Introductions
- 2) Purpose and Goals of Field Instruction
- 3) The Generalist Practitioner
- 4) Agency/College Relationships
- 5) Getting Started in Your Field Placement
- 6) Introducing the Competency Thesis Assignment
- 7) Evaluation Process for Field Placement
- 8) Process Recordings
- 9) What to Expect From Your Agency Orientation
- 10) Success in Field Placement
- 11) Developing Your Learning Contract
- 12) General Discussion

Topics for subsequent seminars will include, but are not limited to, the following:

- 1) Utilizing supervision,
- 2) Effectively managing stress,
- 3) Documentation procedures and requirements,
- 4) Managed Care issues,
- 5) Use of community resources,
- 6) Developing professional relationships in the community,
- 7) Managing hostile/noncompliant clients,
- 8) Working with diverse clients,
- 9) Interviewing clients,
- 10) Safety issues,
- 11) Legal and ethical concerns.

### **Grading Policy and Scale, Make-up Policy, Late Work**

Field Instruction is Pass/Fail. The Instructor assigns the grade based on successful completion of Field Practicum, completion of assignments, and evaluation by Field Instructor in agency.

### **Course Timeline (Schedule of Assignments/Assessments/Presentations)**

All assignments are submitted on Blackboard and the Course Schedule of assignment due dates is given to the students during Field Orientation and is posted on Blackboard.

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that

you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

### University Closure

No students or employees are to report.

### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**

### **Miscellaneous (for example):**