CONCORD UNIVERSITY

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 551A Generalist Field Practicum

Course CRN # and Section: CRN 20472 (2AS)

Semester Taught (including year): Spring 2019　　　**Professor: Dr. Pattie Nishimoto**

Credit Hours: 3　　　**Office Location: JDS House**

Prerequisites: SOWK 531　　　**Office Hours: 9:00 – 11:30 am (Mon & Wed)**

Course Time (if applicable): Online　　　**Email: pnishimoto@concord.edu**

Building and Room Number (if applicable): Online　　　**Phone: 304-716-4997**

Office Fax: 304-384-6091

College/Department Website: www.concord.edu/sws

Course Description/Rationale:
Generalist Field Practicum (551A – 3 cr., 551B – 3 cr.): The generalist field experience provides an opportunity to apply the skills, knowledge, cognitive/affective processes, and values of generalist social work practice in a social service setting with diverse clients. The Generalist Field Practicum requires that students complete 400 hours of practicum time in an agency setting. SOWK 551 is completed across two semesters, one 15 week semester (fall or spring) and one 5 week semester (summer I or summer II). Students complete 20 hours of field time per week across both of those semesters to complete the required 400 hours. SOWK 501 and SOWK 511 must be taken before the student starts SOWK 551. SOWK 531 must be taken before or concurrent with the student's first semester of SOWK 551 (551A).

Course Management System (Blackboard/Moodle or other systems): Blackboard
One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of our environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course exclusively on Blackboard (Bb). Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester.

Students who experience difficulties with Bb should contact the Help Desk (cuhelpdesk@concord.edu or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the "On Demand Help Video for Students" that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down), email your professor immediately to explain the situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

Zoom Video Communication Platform:
Zoom video communication replaces the adobe connect platform for on-line sessions. It's a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor will have their own login information their course. For more information about Zoom, students can log on to Zoom.us. For 24/7 technical support, go to support.zoom.us.

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

To be an effective participant in Concord's University's online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course.

12. Access to a microphone and audio to participate in the Synchronized Sessions (Sy) through Zoom.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: http://hub.concord.edu/technology/node/12.

Text requirements:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington: American Psychological Association.

In addition, students will be responsible to search and read peer-reviewed journal articles related the social work core competencies.

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.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

National Standards:

Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education (CSWE) core competencies and the generalist and advanced generalist behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
Generalist Behaviors
   Behavior 1: 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.
   Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.
Behavior 5: Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Generalist Behaviors
Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
Behavior 8: 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
Generalist Behaviors
Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Generalist Behaviors
Behavior 11: Use practice experience and theory to inform scientific inquiry and research.
Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Generalist Behaviors
Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services.
Behavior 16: 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
Generalist Behaviors
Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
Behavior 20: 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.

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
Behavior 22: 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
Generalist Behaviors
Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 28: Select and use appropriate methods for evaluation of outcomes.
Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specific Learning Outcomes:

COURSE COMPETENCIES and SELECTED ASSIGNMENTS:
By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior
Generalist Behaviors
Behavior 1: 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. *(Assignment: Bi-weekly journals (Knowledge, Values, Skills, Cognitive/Affective Reactions), Observation by field supervisor (Knowledge, Values, Skills, Cognitive/Affective Reactions)*
Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *(Assignment: Bi-weekly journals (Values, Cognitive/Affective Reactions), Process Recordings (Values, Cognitive/Affective Reactions), Conferences with Field Supervisor (Values, Cognitive/Affective Reactions)*
Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *(Assignment: Competency Thesis (Knowledge, Skills)*
Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. *Assignment: Competency Thesis (Knowledge, Values, Skills), Observation by field supervisor (Knowledge, Values, Skills)*

Behavior 5: Use supervision ethically and appropriately to facilitate practice outcomes. *(Assignment: Competency Thesis (Values, Cognitive/Affective Reactions), Bi-weekly journals (Values, Cognitive/Affective Reaction)*

Competency 2: Engage Diversity and Difference in Practice
Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level. *(Assignment: Competency Thesis (Knowledge, Values, Skills); Field Observation (Knowledge, Values, Skills)*

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (**Assignment:** Observation by field supervisor (Knowledge, Values, Skills, Cognitive/Affective Reactions), Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. *(Assignment: Competency Thesis (Knowledge, Skills, Values, Cognitive/Affective Reactions)*

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

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. *(Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Behavior 10: Engage in practices that advance social, economic, and environmental justice. *(Assignment: Competency Thesis (Values, Skills); Process Recordings (Values, Skills)*

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research. *(Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. *(Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions))*

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery. *(Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Competency 5 Engage in Policy Practice
Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. *(Assignment: Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills)*

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services. *(Assignment: Competency Thesis (Knowledge, Skills)*

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. *(Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (**Assignment:** Observation by field supervisor (Knowledge, Skills); Bi-weekly journals (Knowledge, Skills)

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (**Assignment:** Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective reactions)

Competency 7Assess Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *(**Assignment:** Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Behavior 20: 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. (**Assignment:** Competency Thesis (Knowledge, Skills)

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. *(**Assignment:** Competency Thesis (Knowledge, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Skills, Cognitive/Affective Reactions), Bi-weekly journals (Knowledge, Skills, Cognitive/Affective Reactions)*

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (**Assignment:** Competency Thesis (Knowledge, Values, Skills), Process Recordings (Knowledge, Values, Skills)

Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. *(**Assignment:** Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills), Bi-weekly journals (Knowledge, Skills)*

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. *(**Assignment:** Competency Thesis (Knowledge, Skills)*

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. *(**Assignment:** Competency Thesis (Skills, Cognitive/Affective Reactions)*

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. *(**Assignment:** Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals. *(**Assignment:** Competency Thesis (Knowledge, Skills)*

Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes. *(**Assignment:** Self-reflection with field supervisor (Knowledge, Skills)*

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. *(**Assignment:** Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills), Bi-weekly journals (Knowledge, Skills)*

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignment: Competency Thesis (Knowledge, Skills, Cognitive/Affective Reactions)*
Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*

Course Requirements:
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 sanctions. 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.

The field experience also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a foundation generalist experience in their field practicum setting; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems. This experience is deepened as students transition into the advance practicum, integrated with rural practice, and taken current with courses in the advance rural practice curriculum.

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

Assignments:
Assignments for field also serve as program outcome measures in both the foundation and advanced practicums. Some are specifically listed in the Outcomes section and as follows along with other assignments that span the learning continuum.

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 are learning by utilizing educational assignments to facilitate the process. Students are expected to work a minimum of 20 hours per week at their designated field practicum agency for the duration of two semesters (a minimum of 400 total hours). It is also expected that the student will remain in the same agency for two consecutive semesters. (In the event that a student decides to change agencies prior to completing both sections of SOWK 551, (a) and (b), several of the assignments will need to be redone.)

Learning Contract:
The Learning Contract is a formal agreement between the field instructor, student, and faculty liaison concerning the activities the student will perform in the agency. With the assistance of their field instructor, each student will identify three performance tasks for each of the 10 competencies. The learning contract provides a focused structure for student learning and supervision over the course of the semester. It is also used as a basis for evaluation and as a measure of accountability. A copy of the learning contract can be found in the MSW Field Manual. Learning contracts will be due at the beginning of each semester.

Getting to Know Your Agency:
Students will be required to complete the attached "Getting to Know Your Agency Assignment" and to

complete an "Agency Orientation Checklist" to faculty liaison during week three of their field assignment. The intent of these two assignments is to provide a general orientation to the agency and to assist the student in obtaining basic information that might later be used in the competency thesis. In the event that a student changes their field placement agency after SOWK 551(a), they may be required to redo these two assignments in SOWK 551(b).

Process Recordings:
Three process recordings will be completed: a micro level experience, a mezzo level experience, and a macro level experience. Two of these process recordings will be due in SOWK 551(a) and the other one will be due in SOWK 551(b). 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. Outlines are provided in the Field Manual. You may be asked to present one of your process recordings during integrative seminars.

Competency Thesis:
The Competency Thesis is required to pass Social Work 551 and is also used as a program outcome measure. The thesis should demonstrate your knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice. There are 10 sections:

Section 1: The Organizational Context of Practice
Section 2: The Community Context of Practice
Section 3: The Professional Context of Practice
Section 4: Assessment of Existing Social Policy
Section 5: Utilization of Community Resources
Section 6: Problem Identification and Assessment
Section 7: Problem-solving and Selection of an Intervention Plan
Section 8: Implementation of the Plan
Section 9: Evaluation and Feedback Regarding Intervention Plan
Section 10: Overall Feedback to the Agency

The Competency Thesis has been divided into two papers. Part One (sections 1-5) due in SOWK 551(a). Part Two (sections 6-10) will be due in SOWK 551(b). A brief introductory and a summary paragraph, where indicated, are highly recommended.

General Requirements

1. The papers must be written using APA standards. It should be appropriately documented and double-spaced with 12-point font and 1 inch margins. Each of the two completed papers (Part 1 and Part 2) should be approximately 12-15 pages in length.   Remember to cite sources of information from brochures, manuals, pamphlets, interviews and all other sources, such as peer-reviewed journal articles and social work textbooks. Students will need to research relevant information and interview appropriate persons in order to complete this project.
2. Divide the paper into sections and use the same headings, as outlined, for each section. Refer to page 62 in the APA Manual.
3. The thesis will be graded on content, writing style, grammar, and an appropriate level of writing ability for a beginning generalist social worker.

4. Each section of the paper needs to be thorough and adequately reflect your knowledge and skills necessary to be a beginning generalist social worker.
5. Students are encouraged to include supplementary documents in an appendix such as reports, statistical data, or other relevant documents.
6. Dates to submit drafts for comments will be provided at the beginning of each semester.

The following timeline for submission of your draft sections is recommended.

Journals (Discussion Forums):
Students will submit journals online, as assigned, using blackboard. Students will also be required to reply with comments to several other students.

Activity Logs:
Students are required to complete activity logs documenting their time, activities, and observations during their field placement. The logs can be found in the MSW Field Manual and are to be submitted to your field liaison along with journals. Do not identify clients in your logs.

Integrative Seminars:
The concurrent seminars are mandatory. Informed participation in seminars is required. Integrative Seminars will be held as assigned, generally once a month. Students are expected to participate in online discussions and synchronous seminars (via zoom) regularly. Attendance factors into your class participation grade. Topics for the practicum seminars are interwoven with concurrent courses and developed using a continuous improvement model.

Grading Policy and Scale, Make-up Policy, Late Work:

Course Grade:

APA Template:	5 points
Getting to Know Your Agency	15 points
Orientation Checklist	10 points
Learning Contract	20 points
Activity Logs (5 @ 10 pts. each)	50 points
Journal/Discussions (7 @ 10 pts. each)	70 points
Process Recordings (2 @ 10 pts. each)	20 points
Integrated Seminars (4 @10 pts. each)	40 points
Competency Thesis: Part I	
Section 1draft	10 points
Section 2 & 3 draft	20 points
Section 4 & 5 draft	20 points
Final Version of Part I	50 points
Total:	**330 points**

The final course grade will be based upon the total number of points accumulated on the above activities:

A =   90% - 100%
B =   80% - 89%
C =   70% - 79%
F =   Below 70%

Late Assignment Policy:
All of the assignments are due by 11:59 pm on the assigned due dates. Late submission of assignments will not be accepted exception for the following:

- *Getting to Know Your Agency*: Late submission will result in a 3-point deduction up to three (2) days with prior approval; thereafter, late submission will not be accepted.
- *Learning Contract*: Late submission will result in a 20% deduction of points up to two (2) weeks. 50% deduction of points up on the third week of the semester; thereafter, failure to submit a learning contract will result in failing the course.
- *Thesis Sections*: Late submission of any drafted section of the competency thesis will only be accepted if students receive approval of the professor by one week prior to the due date with a 2-point deduction up to two (2) days. Thereafter, prior approval will not be granted and late submission will not be accepted.
- *Final Versions of Part I and/or Part II*: Late submission of Part I and/or Part II of the Competency Thesis will only be accepted if students receive prior approval. Hence, the student must request for an extension at least one (1) week prior to the due date. If approval is granted, the extension of no more than two (2) day) will result in a 10-point deduction. Failure to obtain prior approval may result in receiving a failing grade for SOWK 551.

In case of an unforeseen personal/family emergency or crisis, students should inform the professor immediately to discuss options to take. Work-related reasons for requesting an due date extensions are typically not be granted as all assignments are scheduled and students should not procrastinate working on any of the assignments.

Absences:
If you must be absent for any of the planned activities during your field placement, it is your responsibility to arrange to make-up the work with your field instructor. In cases of inclement weather, you are responsible for determining if you can travel safely. If you miss more than one successive day, it is important that you also notify your faculty liaison.

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 the field manual.

Accommodations/Special Needs:
For special consideration due to the existence of a diagnosed and documented disability you must notify me during the first week of class. Reasonable accommodations will be made in accordance with the Americans with Disabilities Act and Section 504 and will comport with University guidelines.

Integrity:
All work is to be completed independently unless otherwise instructed by the professor. All work is to be original and may not include work from other classes or previous semesters unless written permission has been received from the professor.

Course Timeline (Schedule of Assignments/Assessments/Presentations):
See above

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. 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.

Syllabus Disclaimer

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

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