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## **Course Prefix, Number and Title: SOWK 653A Advanced Field Practicum**

**Course CRN # and Section: CRN 20497 (1AS) and CRN 20498 (2AS)**

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

**Professor: Dr. Pattie Nishimoto**

**Credit Hours: 3**

**Office Location: JDS House**

**Prerequisites: N/A**

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

**Course Time (if applicable): Online**

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

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

Advanced Field Practicum (653A-3, 653B-3, 653C-3): The Advanced Field Practicum advances the skills, knowledge, and values of social work as applied to rural practice. In the Advanced Field Practicum students complete a minimum of 525 field practicum hours. Each student will complete the advanced field practicum across three semesters and will complete 16 or 21 hours per week to obtain the minimum 525 hours, depending on the students progression through the program. SOWK 613 must be taken before students can start SOWK 653. SOWK 633 must be taken either before or concurrent the with student's first semester of SOWK 653 (653A).

### **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](mailto: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 (Ss) 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:**

Grise-Owens, E. (2016). The A-to-Z self-care handbook for social workers and other helping professionals. Harrisburg, PA: New Social Worker Press. ISBN: 9781929109531

American Psychological Association (2010). Publication manual of the APA. (6th Ed). Washington, DC: American Psychological Association.

### **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.

#### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings.

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

**Advanced Behavior 3:** Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.

**Advanced Behavior 4:** Apply ethical decision-making skills to address the use of technology in rural settings.

### **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.

#### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings.

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

### **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.

#### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression.

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

### **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.

**Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies.

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice.

**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

**Advanced Behaviors**

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

**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.

**Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice.

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities.

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems.

**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.

**Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

**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.

**Advanced Behaviors**

**Advanced Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice

**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.

**Advanced Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research.

**Specific Learning Outcomes:**

**COURSE COMPETENCIES and RELEVANT ASSIGNMENTS:**

**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**

### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 3:** Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 4:** Apply ethical decision making skills to address the use of technology in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they related to rural populations and settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (*Assignments: Capstone (Knowledge, Skills, Values)*)

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

### **Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignments: Capstone (Knowledge, Skills, Values)*)

## **Competency 5: Engage in Policy Practice**

### **Advanced Behaviors**

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

## **Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

### **Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. (*Assignments: Capstone (Knowledge, Skills, Values)*)

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

### **Advanced Behaviors**

**Advanced Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

### **Advanced Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research. (*Assignments: Capstone (Knowledge, Skills, Values)*)

## **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 also serve as outcome measures through 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. The Capstone Project is completed throughout the three field practicums.

**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.

**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. The initial learning contract is worth up to 20 points. Revisions during the summer sessions are worth up to 5 points each.

**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. Activity logs are completed every three weeks during the spring semester and twice each during the summer sessions; each worth up to 10 points each.

**Journal Discussions:**

Students will submit journals online, as assigned, using blackboard. Students will also be required to reply with comments to several other students. There are four (4) journal discussion questions in the spring, and two (2 each) during the summer sessions; each worth up to 10 points.

**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 integrated seminars 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. There will be approximately four seminars during the spring semester, and one in each summer session. Each seminar is worth up to 10 points.

### **Capstone Project:**

Professional Social Work competence is gained over time through education and experience. Integration of classroom learning with field experiential learning is accomplished through the practicum. Entering the practicum the student develops a model of practice that is refined through each learning milestone and through field application of classroom content. This is the primary vehicle used by the student, field instructor and university to focus and sharpen practice reflection, ethical practice, and continuous improvement of evidence-based practice.

The Capstone Project is completed concurrently with the Advanced Field Practicum (a, b, and c). The project will be the culmination of advanced knowledge, skills, and values within a rural focus. The Capstone project drafts will be completed over three semesters of course work with a pass/fail grade. In the event a student does not receive a pass grade on the Capstone project draft for that semester, remediation with the Retention Committee will be required. The Capstone Project will be evaluated at multiple times during the completion of the advanced year. The final Capstone Project will be completed concurrently with SOWK 653c Advanced Field Practicum.

The culmination of the Capstone Project paper will be a minimum of 25 – 30 pages, and as long as 45-50, in APA format with appropriate references. Each of the following Sections should be researched and addressed in your Capstone Project to reflect your personal model of practice.

### **Capstone Project**

1. Demonstrate - Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
2. Engage - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
3. Advance - Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice

and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

4. **Research** - Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
5. **Policy** - Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
6. **Interact** - Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
7. **Assess** - Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
8. **Intervene** - Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and

communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

9. Evaluate - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative inquiry.

Students are required to complete drafts of each section (worth up to 20 points each) and the final version of Capstone Project paper (worth up to 100 points) as follows:

- SOWK 653(a) – Sections 1, 2, 3, and 4
- SOWK 653(b) – Sections 5, 6, and 7
- SOWK 653(c) – Sections 8 and 9; Final Capstone Project

### **Self-Care Project:**

In addition to weekly reflections and discussions about self-care, students are required to develop and implement an individualized self-care plan, as well as develop and implement self-care workshop for workers at their field placement site. The self-care plan is fluid, meaning that students will revise their plan throughout their field practicum experience.

- Individualized self-care plan (worth up to 10 points) – [Spring]
- Self-care reflection are part of the journal discussions that are worth up to 10 points each.
- Self-Care Workshop Project Proposal (worth up to 10 points) – [Spring]
- Conduct the Self-Care Work Project (worth up to 10 points) – [Summer I]
- Self-Care Workshop Evaluation and Final Report (worth up to 10 points) – [Summer II]

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

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

**The total potential points that students could earn is 350. Note that there are no extra credit assignments for this course.**

### **Grading:**

Assignments will be graded within a two-week period from submission.

**Final Capstone Project:** Late submission of the Capstone Paper will only be accepted if students receive approval from the professor **PRIOR** to the due date. Such approval will not exceed a two-day extension. If approved, the extension will cost the student 10 points, and may result in receiving an incomplete grade, given that the instructor needs couple of days to review and grade each capstone paper. Failure to obtain prior approval may result in receiving a failing grade for SOWK 653(c).

### **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.

**Attendance:**

Since this course is being offered through Blackboard, the concept of “attendance” is different. Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period. 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.)

**Site Visitations with Field Liaison:**

The Field Liaison will arrange to meet with the student and field instructor (and task supervisor) in the agency during the first two weeks of the semester to review and discuss the draft of the Learning Contract. The Field Liaison will also arrange another meeting with the student and field instructor at the agency and/or via phone (or Zoom) during the semester.

**Academic Policies:**

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students.

**Required Readings:**

Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module.

**Late Assignments:**

Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor ([pnishimoto@concord.edu](mailto:pnishimoto@concord.edu)) a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

**Course Response/Instructor Access:**

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize the Course Messages to correspond with the instructor for this course. Students call Dr. Nishimoto at 304-782-0510 as the primary phone number. For inquiries that would benefit other students, please use the Discussion Board “Open Forum” to post your inquiry.

**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](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:**

#### **Proper Netiquette:**

The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. (<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>)

#### **Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You

could do this by using emoticons, putting “lol” (laugh out loud) at the end of the message or by starting with a phrase like, “On a lighter note...”

- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don’t spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don’t be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don’t let a simple difference of opinion escalate into an argument.
- Don’t SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- Respect people’s privacy. Don’t pass on another person’s private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as ‘flaming’ – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone’s message board.

**Academic Resources:**

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center ([asc@concord.edu](mailto:asc@concord.edu); 304-384-6074). The schedule will be posted online: <http://cs.concord.edu/tutoring/>.

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.