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 (https://www.concord.edu/About/History-Future.aspx).

**Course Prefix, Number and Title:**  *SOWK 551B: Generalist Field Practicum*

**Course CRN # and Section:**  10068 Section 3AS

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

**Professor:**  Terri H. Philpott PhD Candidate, MSW, ACSW, LCSW

**Office Location:**  Marsh Hall; 119

**Credit Hours:**  3

**Office Hours:**  Tuesday, Wednesday, & Thursday 8:30am to 1:00pm

**Prerequisites:**  SOWK 501, 511

**Co-requisites:**  SOWK 531

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

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

**Email:**  tphilpott@concord.edu

**Phone:**  304-384-5282

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

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

**Course Description/Rationale:**

The foundation field experience provides an opportunity to apply the skills, knowledge, and values of generalist social work practice in a social service setting with diverse clients. Foundation students are required to complete a minimum of 400 hours of field instruction, 20 hours per week, over the course of two semesters before proceeding to the Advanced Field Practicum, SOWK 653.

**Course Management System:**  Blackboard will be utilized with this course.

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

**Hardware/Software Needed:**
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:

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

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: [https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx](https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx).

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.

Text requirements:

Articles and other readings, as assigned through the semester.

Recommended Text:


Concord University Educational Goal(s):

4. Personal, Civic, Cultural, and Global Competence Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) COMPETENCIES, LEARNING OBJECTIVES/PRACTICE BEHAVIORS, AND SELECTED ASSIGNMENTS:

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

Competency 2.1.1: Demonstrate ethical and professional behavior.

Practice Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings. (Assignment: Integrative Seminar, Process Recordings, and Capstone Project)

Practice Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (Assignment: Integrative Seminar, Process Recordings, Self-Care Project, and Capstone Project).

Practice Behavior 3: Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. (Assignment: Integrative Seminar, Capstone Project).

Practice Behavior 4: Apply ethical decision-making skills to address the use of technology in rural setting (Assignment: Integrative Seminar, and Capstone Project).

Competency 2.1.2: Engage diversity and difference in practice.

Practice Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings. (Assignment: Integrative Seminar, and Capstone Project).

Practice Behavior 6: Engage in self-reflection about and address personal biases and values as they related to rural populations and settings (Assignment: Integrative Seminar, and Capstone Project).

Competency 2.1.3: Advance human rights and social, economic, and environmental justice.

Practice Behavior 7: Understand, analyze, and implements strategies to address forms of rural oppression (Assignment: Integrative Seminar, and Capstone Project).

Practice 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). (Assignment: Integrative Seminar, and Capstone Project).

Competency 2.1.4: Engage in research-informed practice and practice informed research.


Practice Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice. (Assignment: Capstone Project).

Competency 2.1.5: Engage in policy practice.
Practice Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being in rural settings. (Assignment: Capstone Project)

Practice Behavior 12: Communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice. (Assignment: Capstone Project)

Practice Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work practice. (Assignment: Integrative Seminar, Process Recordings, and Capstone Project).

Competency 2.1.6: Engage in Individual, families, groups, organizations, and communities.

Practice Behavior 14: Apply theories of human behavior and the social environment to rural practice. (Assignment: Capstone Project, Process Recordings)

Practice Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services. (Assignment: Capstone Project, Process Recordings, and Integrative Seminars)

Practice Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (Assignment: Capstone Project, Process Recordings, and Integrative Seminars)

Practice Behavior 17: Coordinate formal and informal networks to promote sustained client well-being. (Assignment: Capstone Project)

Practice Behavior 18: Apply knowledge of practice within the rural context for the development of service systems (Assignment: Capstone Project)

Competency 2.1.7: Intervene with individuals, families, groups, organizations, and communities.

Practice Behavior 19: Use multidimensional, bio-psychosocial, spiritual assessment tools (Assignment: Capstone Project, and Process Recordings)

Practice Behavior 20: Use empathy, cultural responsiveness, and others interpersonal skills to complete an assessment (Assignment: Capstone Project, and Process Recordings)

Competency 2.1.8: Intervene with individuals, families, groups, organizations, and communities.

Practice Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (Assignment: Capstone Project, Process Recordings, and Integrative Seminars)

Practice Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (Assignment: Capstone Project)

Practice Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice (Assignment: Capstone Project)

Competency 2.1.9: Evaluate practice with individuals, families, groups, organizations, and communities.
Practice Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (Assignment: Capstone Project, Process Recordings, and Integrative Seminars)

Practice Behavior 25: Contribute to the knowledge base of the social work profession through practice based research. (Assignment: Capstone Project, Process Recordings, and Integrative Seminars)

Philosophy of Field Instruction:
As the signature pedagogy, 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 practice behaviors 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.

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

Specific Learning Outcomes:

Assignments 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.

Process Recording (10 points):
Students will complete one process recording in each Field Practicum course (653 (a), 653 (b), and 653 (c). In Fall, 2019, students will turn in a process recording based upon a mezzo level experience. Each process recording will, at a minimum, include: the date of the session, a detailed description of the interaction, observations of communication processes, assessment of what happened, impressions (thoughts and feelings) about the contact, and a statement of follow up required as a result of the session. For confidentiality purposes, do not identify clients. Refer to Course Assignments in Bb for established due dates for the recordings. All process recordings must be in APA (6th Edition) format. Students may be asked to present their process recordings during integrative seminars. Each process recording assignment is worth up to 10 points.

Activity Logs & Journals (10 points each x 15 weeks):
Students are required to complete activity logs documenting their time, activities, and observations during their field placement. In addition, these logs should include a journal at the end of each log that will focus on insights (and/or questions) of students’ activities and observations. Refer to Course Assignments in Bb for established due dates for the activity logs.
Again, for confidentiality purposes, do not identify clients in these logs. Each weekly activity log & journal is work up to 10 points each.

**Capstone Project:**
Professional Social Work competence is gained over time through education and experience. Integration of online 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 Foundational Field Practicum (a, b, and c). The project will be the culmination of foundational knowledge, skills, and values within a rural focus.

The Capstone project drafts will be completed over three semesters of course work. In the event a student does not receive a passing grade (B or better) 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 foundational year. The final Capstone Project will be completed concurrently with SOWK 551c Foundational Field Practicum.

The culmination of the Capstone Project is a 40-65 page paper, writing in APA style and format, with appropriate peer-reviewed journal references. Each of the Sections corresponds to the MSW core competences and practice behaviors should be researched and addressed to reflect students’ level of social work competence and model practice. Students are required to complete drafts of each section (each draft section is worth 5 points) and the Capstone Project as follows:

- SOWK 551(b) – Sections 5, 6, 7
- SOWK 551(c) – Sections 8 and 9; Final Capstone Project

**Capstone Draft Sections 5, 6, & 7:** (5 points for each x 3 draft sections = 15 points)

The final draft of the *Capstone Project* is **worth up to 75 points**. Refer to the Course Assignments in Bb for specific due dates.

**Self-Care Project:**
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)
- Self-Care Workshop Project Proposal (worth up to 10 points)

*Mandatory field instruction seminars* will take place in the evenings online in Blackboard (Bb) and by way of synchronized Zoom seminar format. *These seminars are a requirement for this course.* Students are expected to participate in online discussion by submitting assigned
journals and also by reading and responding to journals submitted by other students. These sessions will also reinforce practice skills for group work. These integrative seminars will include opportunities for students to facilitate small group discussions related to self-care. Informed participation in seminars is required. Each synchronized session is worth up to 10 points. Integrative Seminars (10 points each x 3 = 30 points):

Late Assignments:
Late submissions of assignments will not be accepted without prior approval from the instructor. Once late submission is approved by the instructor, the highest score possible is an 89% of the total points for the assignment. The instructor has sole discretion for approval of such a request. Requesting for late submission of discussion postings will not be granted.

Weekly Supervision Sessions with Field Instructor:
Students are responsible to schedule one-hour weekly supervision sessions with their field instructor (and task supervisor, as deemed necessary). Students are encouraged to prepare an agenda to: (a) review cases; (b) discuss the process recordings; (c) review and clarify understanding of the core competencies; (d) self-evaluate practice behaviors; and (e) discuss other concerns and/or questions.

Site Visitations with Field Liaison:
The Field Liaison will arrange to meet with the student and field instructor (and task supervisor). The Learning Contract will guide your field placement for this semester. All students should have submitted your Learning Contract during the Summer 2 session. If you did not turn in a learning contract during last semester, you must submit it to me by August 30, 2019. The Field Liaison will also arrange a meeting with the student and field instructor at the agency and/or via phone (or adobe connect) during the semester.

Absentee Policy:
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.

- **Activity Logs:** There will be a point deduction for late submission for each activity log, up to three days. Thereafter, zero points will be assigned. Failure to submit any given activity log may result in a failing grade for the course.
- **Process Recordings:** Late submission of the process recording will not be accepted.
- **Capstone Sections:** Late submission of any section of the capstone paper will only be accepted if students receive approval of the professor PRIOR to the due date, with a 2-point deduction up to two (2) days. Thereafter, prior approved late submissions will not be accepted or reviewed for feedback.
- **Self-Care Plan:** Late submission of the self-care plan, if student receives prior approval from the professor, will cost the student 5 points for the first 24-hours. Thereafter, late submission will not be accepted or reviewed for feedback.
- **Self-Care Workshop Project Proposal:** The self-care workshop project will be implemented and evaluated during the final semester of the field placement (SOWK 551C). The **proposal is due** by October 1, 2019 for approval. Each student will conduct and evaluate the workshop by the end of the field practicum.

- **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. Failure to obtain prior approval may result in receiving a failing grade for SOWK 551B.

**Course Grade:** (300 points possible)

A = 270 – 300 points  
B = 240 – 269 points  
C = 210 – 239 points  
F = 209 points & below

Student could earn a maximum of **300 points** during the semester.

**Professionalism**

Students are expected to conduct themselves as professionals at all times: attending all pre-arranged sessions, arriving on time, interacting with respect for the perspective of others, communicating in an open and reflective manner, and collaborating responsibly. Everyone is responsible for their learning and for building a safe and nurturing community of learners. Hence, be role models to cultivate appropriate attitudes and behaviors.

Furthermore, students shall be concerned with the professional impression of what they turn in. Students shall reflect this professionalism in their work for this class. For example, students are expected to submit scholarly writing. Therefore, students shall rewrite and proofread their work. All written assignments are to be turned in APA style and format (6th Ed.). **Seeking additional assistance from Smarthink.com is required.**

**Netiquette**

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

**Course Requirements and 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 practicum manual.

**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 at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty.)

**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 at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance.)

**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 go to https://concord.omnilert.net/subscriber.php to sign up for the Emergency Alert System or 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
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 [https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx](https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx) 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.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

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 https://www.concord.edu/Student-Life/Title-IX.aspx. 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 can find additional information at https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx.

Syllabus Disclaimer

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

Miscellaneous (for example):