



The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement. (See [Mission, History, and Future](#) for the full Mission statement.)

Course Prefix, Number and Title: SOWK 4601 & 4602 Field Instruction

Course CRN #:

Section #: 70

Semester Taught:

Credit Hours: 12 (6 credits each)

Course Day and Time: N/A

Building and Room Number: N/A

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

Course Description/Rationale:

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

Philosophy of Field Instruction:

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

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

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

Course Management System: Blackboard Ultra

Hardware/Software Needed: Microsoft Office Application

Text requirements: N/A

Concord University Educational Goal(s):

Knowledge/Mastery of Content: Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

Critical Thinking: Student will demonstrate the ability to access, analyze, and interpret information, respond, and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Communication: Students will demonstrate the ability to communicate clearly and effectively.

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

National Standards:

Council on Social Work Education (CSWE)

Social Work Competencies

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

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Behaviors:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Behaviors:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Behaviors:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Behaviors:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Behaviors:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Behaviors:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Course Requirements:

ALL ASSIGNMENTS MUST BE COMPLETED, SEMINARS ATTENDED, AND HOURS COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THE CLASS.

Evaluation:

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

Comprehensive Evaluation:

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

Educational Methods:

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

Process Recordings:

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

Competency Thesis:

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

Activity Logs:

Students are required to complete weekly activity logs documenting their time, activities, and observations during their field placement. The logs are to be submitted through BlackBoard by Monday of each week. Do not identify clients in your logs.

Integrative Seminars:

The seminars for Social Work 4601 & 4602 are **mandatory**. You are expected to be prepared. The majority of seminars are conducted online through Zoom. A link will be provided both through email and on BlackBoard. If you are unable to attend seminar due to an emergency, you need to notify your faculty liaison. Participation in seminars is required.

The schedule for the orientation seminar is as follows:

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

11) Developing Your Learning Contract

12) General Discussion

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

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

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

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

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

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

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, [Nancy Ellison](#) for assistance.

Academic Misconduct and 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 the [Academic Catalog Academic Policies and Procedures: Academic Integrity](#) for more information.)

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 automatically eligible to receive text message alerts on their cell phones or email alerts. Please go to [Emergency Alerts and Updates](#) on the CU website to learn more about the Omnilert System or contact the IT Help Desk for further assistance (Call 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. You may access additional information on the [Office of Public Safety](#) webpage.

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](#).

**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.

Academic Resources

The [Center for Academic and Career Development](#) is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, major and career exploration, and much more. The Center for Academic and Career Development is located in the Jean & Jerry Beasley Student Center Suite 1 (past Wingspan by the Subway Stage). Students can stop by the CACD Monday through Friday, 8:00 am until 4:00 or by appointment. The CACD may be reached by calling (304) 384-6074, (304) 384-6298, or cacd@concord.edu.

The [drop-in tutoring](#) schedule is posted online shortly after the beginning of each semester. Additional academic tutoring resources are available online and on-demand from the [Tutoring Services](#) page of the CU website.

Student Health Center

The [Student Health Center](#) provides students with basic level medical care for acute minor illness or injury on a walk-in basis. The Student Health Center is located on the first floor of Wooddell Hall. The center is open Monday through Thursday from 8:30 to 2:30 PM and Friday from 8:30 to 12:00 PM. The Student Health Center may be reached at 304-384-6355.

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 licensed mental health professionals, graduate students, and student employees. Appointments are available Monday through Friday from 8:00 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 by email at counseling@concord.edu. Telehealth

counseling is also available via a secure HIPAA/FERPA compliant platform for students residing in the state of West Virginia. Counseling services are free of charge at this time.

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 to the [Concord University Title IX Coordinator](#). Reports to Campus Security can be made at 304-384-5357.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information on the [Technology Services](#) webpage.

Syllabus Disclaimer

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

Miscellaneous (for example):

Sources of Help

Glossary of Terms

Related Research/Professional Organizations