

Syllabus for SWHS-42 Supervised Occupational Work Experience

Social Work and Human Services Department
Fall 2021

Professor: Carolyn Perkins

In-person Office Hours: M 1:00 – 2:00pm

Virtual Office Hours: W 1:00 – 2:00pm

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Office Location: AT135

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** Email is usually the best way to reach me – Allow 48 business hours for a response **

REQUIRED MATERIALS:

Glassman, U. E. (2015). *Finding Your Way Through Field Work: A Social Work Student's Guide (Social Work in the New Century)* (1st ed.). SAGE Publications, Inc. ISBN: 9781506304496

COURSE FORMAT: This course is an online course that will be completed one week at a time. There will not be any required live sessions. *Students are expected to engage through the use of Discussion Boards on Canvas. This is how attendance will be taken each week.* The topics of these will be assigned each week. Before posting/interacting in this format, be sure to read the expectations breakdown for these which is located on our class Canvas page.

COURSE DESCRIPTION: A supervised work experience at a local community or campus social service agency providing the opportunity for the integration of social work theory, developing hands-on skills, understanding agency organization, and creating a knowledge base regarding community social need and problems. This course will primarily be an independent learning opportunity apart from two person-to-person (Zoom or telephone) meetings.

Note: Field trips are required. These include trips to the location that you will obtain your field work hours. The college does not provide transportation. **The student, with assistance from the instructor, is responsible for locating and arranging for the contracts with the agency to complete the 120 hours of unpaid or 150 hours of paid internship hours.**

STUDENT LEARNING OBJECTIVES AND OUTCOMES: Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to interact and support clients from a variety of diverse backgrounds using current theoretical perspectives that maintain ethical principles stated in the National Association of Social Workers (NASW) [Code of Ethics](#).
2. Demonstrate the ability to work effectively and cooperatively in an agency setting in a professional manner.

3. Identify personal strengths and weaknesses related to the student's ability to work in the human services and social work field. Student Course Outcomes CONCEPTS: Students will understand and be conversant with the following terms and ideas 1. Worker / Client Relationships 2. Professional and Ethical Conduct 3. NASW Code of Ethics
4. Confidentiality: Understand the importance of it in social work practice and demonstrate an ability to maintain it in and out of your placement.
5. Understand the Health Insurance Portability and Accountability Act (HIPAA) and demonstrate an ability to follow it in and out of your placement.
6. Identifying worker/client biases, understand transference and work to engage in active self-reflection so that your work own lived experiences do not negatively impact the lives of those you work with.
7. Cultural Competence: Understand and actively work on achieving this in your practice
8. Engage in direct service, understanding the differences between voluntary and involuntary services
9. Students will begin to understand the basic components of Case Management in the role of social work practice.
10. Students will begin to understand the role of Psychosocial Assessments in social work practice and how these are facilitated in the lives of those we work with.
11. Information and Referral: Students will come to understand the importance of providing clear, detailed information that is not misleading, while providing productive referrals to those we work with.
12. Crisis Theory and Crisis Intervention: Students will understand Crisis Theory and methods of crisis intervention in the field of Social Work.

INCLUSIVITY STATEMENT: Students in this class are encouraged to speak up and participate in class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. You will have the opportunity to let our classroom community know your name and gender pronoun and anything else you would like to share. If you feel our classroom community isolates you in any because of your differences or if you have a specific need, please speak with me early in the semester so that we can work together to help you feel welcome to be an active and engaged member of our class and community. *(Adapted from CSU Chico and Winona State University)*

LEARNING DURING A GLOBAL PANDEMIC: *A sense of humor, patience and honesty are going to be key as we work through the semester filled with so many unknowns related to this pandemic.* The main thing that I ask is that we all come to this class with the best intentions to learn, share and grow in our understanding of Social Work and Human Services. I imagine that there will be times when we face technical difficulties and unexpected interruptions (i.e. kids, pets, knocks at the door, multiple household members online at once). That is okay. We are all juggling something. So long as we give each other space for these incidents, do our best to create an environment where we can learn from one another and allow for the flexibility as needed, *we are going to be successful!*

ACCESSIBILITY: College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe that you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: (707)476.4280 (Student Services Building, 1st floor)
- Del Norte: (707)465.2324 (Main Building, near the library)
- Klamath-Trinity: (530)625.4821 (Extension 103)

During Covid-19: *DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or pos-test adjustments usually cannot be accommodated.*

FALL 2021 ADMISSIONS DEADLINES & ENROLLMENT POLICIES

You can find a run down of important dates regarding the beginning of classes, add/drop deadlines, breaks, finals and more, by clicking [this link](#).

OFFICE HOURS: EACH WEEK I WILL MAKE MYSELF AVAILABLE TO STUDENTS FOR TWO HOURS.

On Monday's I will be available in my office from 1:00 to 2:00pm. Students are encouraged to drop in during that time to ask questions or simply to check in. If you arrive to a closed door, know that I am having a private conversation with another student. Please knock to let me know that you are there, and I will make sure to let you in as soon as possible.

On Wednesday's I will make myself available through Zoom from 1:00 – 2:00pm. Students can access my “virtual office” through the Zoom link located on the home page of our Canvas classroom. Students are encouraged to hop on during that time to ask questions or simply to check in. If you are in the waiting room for a bit, know that it is because I am having a private conversation with another student. I will monitor the waiting room and let you “in” as soon as possible.

If these time slots do not work for your schedule, let me know. I am more than happy to set up another time for us to talk in person or online. When seeking an alternative meeting time, please know that it may take a few days to find a time when we are both available. If your matter is *urgent*, please be sure to explain that to me with your meeting request.

ASSIGNMENT FORMAT: Most of the assignments for this course will involve written materials. When submitting a paper for this course, be sure to demonstrate that you have read/watched/listened to the presented materials, while also providing a *digestion* of that material in *your own words*. Papers should be dominated with *your interpretation, thoughts and understanding* of the material, rather than quotations you have picked up elsewhere. If using quotations, be sure to cite them using APA format. **All submissions for this course are to be double-spaced, using Times New Roman in a font of 12.** All assignments must be submitted in **MS Word or PDF format**.

FREE FOR STUDENTS - OFFICE 365 EDUCATION: Office 365 Education is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. You can access that through these links:

<https://products.office.com/en-US/student/office-in-education#FAQS>
<https://www.microsoft.com/en-us/education/products/office/default.aspx>

DUE DATES AND LATE ASSIGNMENTS: No late submissions will be accepted. With all assignments known *well in advance*, students must work to create a schedule of completion on their own that meets the timeline laid out below. Each student is expected to create a buffer for yourself, accounting for any unexpected events (personal and academic) that may occur near the due dates. When submitting assignments to Canvas, technical issues can arise. Be sure that you are allowing time to seek assistance from the Canvas Support folks, should something prevent you from submitting the assignment. *This is great practice for the pressures and deadlines that are a key part of your future career as a Social Worker. Late assignments/work in our field means that individuals go without.*

BEFORE ASKING FOR HELP FROM YOUR INSTRUCTOR: Be sure to check your syllabus for the information that you are seeking. In the field of Social Work, professionals are often asked to find answers to complex laws, policies, and regulations. Often, we are working in agencies that are fast paced and require us to be on the move. This can mean that we are on our own to find the answers that our clients need. Your ability to find and interpret those answers on your own is key to your success. This course is a great opportunity to hone your skills.

ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER: There are 7 ways to obtain points in this course. The details of these are broken down below. Information about these assignments can also be found under the “Assignment Drop Box” page on our Canvas course home page. The rubric that will be used to grade each assignment can be found directly under the spot to submit each assignment in the “Assignment Drop Box” tab.

1. CLASS PARTICIPATION: Students are expected to engage with activities listed on our Canvas classroom page each week. These will include reading assignments from our course book. Participation will be monitored through Canvas tracking tool and by submission of weekly assignments. Our Canvas classroom will be kept current, with at least two weeks available at a time. Students are expected to check in weekly and complete all tasks listed under “Weekly Assignments” for that week.

TOTAL OF 20 POINTS

2. AGENCY ORIENTATION CHECKLIST: The Student Orientation Checklist is a required document that will provide a framework for monitoring and completing the agency orientation process. This is due by 11:59pm on September 26, 2021 – via Canvas.

TOTAL OF 20 POINTS

3. STUDENT LEARNING AGREEMENT: The student learning agreement provides students with the opportunity to participate in the planning of their field experience. Each student is responsible for the actual writing of their learning agreement but is strongly encouraged to collaborate with their

field supervisor in developing the agreement. It is due by 11:59pm on October 10, 2021 - via Canvas.
TOTAL OF 60 POINTS

4. PROGRESS NOTES: Students will submit two progress notes during the semester. The purpose of this assignment is intended to provide students with an opportunity to demonstrate their ability to develop clear and complete case notes which are congruent with the student's field placement policies and procedures. Before completing these, students are expected to have read the information provided on our Canvas classroom regarding the format, "rules" and layout of effective social work case notes. These are due on: October 17, 2021 & December 5, 2021

TOTAL OF 25 POINTS EACH (50 POINTS)

5. REFLECTIONS: There will be three of theses over the course of the semester. Unlike the reflections in SW&HS-2, these will be around the technical bits related to the field experience. This is where you will touch base on timelines, steps completed and any barriers that may lie ahead for you in your field placement. The topic for each one of these will be discussed in class, a link to them will be available under each week's Canvas page and a list of them will be available under the "Assignment Drop Box" tab on the classroom's homepage. Submissions should be 600-1000 words in length, double-spaced, using the Times New Roman font of 12. Reflections are due by Sunday at 11:59pm at the end of the assigned week. These are due on weeks 3, 9, and 13.

TOTAL OF 30 POINTS

6. CERTIFICATION OF FIELD PLACEMENT HOURS:

Students must record all field placement hours, have hours certified by the agency supervisor once a month and submit the timecard by the 5th day of the following month through email the exception of December field hours. In December, the field placement hours will be submitted by 11:59pm the Thursday of Finals Week. To receive credit for this course, students must complete **a minimum of 120 hours (unpaid) or 150 hours (paid)** by the end of the semester. Failure to complete the required hours will result in the student not meeting the basic expectations of this course.

August AND September Field Hours Due: 10/03/2021 by 11:59pm

October Field Hours Due: 11/07/2021 by 11:59pm

November Field Hours Due: 12/05/2021 by 11:59pm

December Field Hours Due: 12/16/2021 by 11:59pm

Credit will not be given for prior volunteer and/or paid employment prior to the beginning of this semester. **The first day students can gain hours for Fall of 2021 is 08/21/21. The last day students can gain hours for Fall of 2021 is 12/16/2021.**

The student is responsible to secure a field placement location for themselves to gain on-the-ground social work experience for this course. The instructor is available to discuss possibilities, talk through options and answer any questions you may have regarding the expectations of this course.

TOTAL OF 50 POINTS

7. STUDENT EVALUATION:

At the completion of the field placement hours, the student will be required to submit the SWHS Department's Student Performance Evaluation that has been completed by the student's field supervisor. This process allows the student and instructor to get feedback about the student's strengths,

areas for improvement, and recommendations for improvement. This is due at the same time as the students December hours are due (12/16/2021 by 11:59pm). **TOTAL OF 50 POINTS**

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 280
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ATTENANCE POLICY AND GRADING STANDARDS: The Department of Social Work of Human Resources recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment.

Students are expected to communicate with instructors regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress.

Students who miss three or more classes (for courses meeting once a week) or five or more classes (for courses meeting twice a week) throughout the semester may fail the course and cannot earn a grade higher than a B. Students are reminded that this course is a requirement for those wishing to move on to a pursue a Bachelor of Social Work. **If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all of the course requirements to pass this class on time.**

SOCIAL WORK AND HUMAN SERVICES DEPARTMENT GRADING STANDARDS: The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at CR; however you will find the same standard used for all social work courses. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- A+ (98-100%)** - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The college does not award an A+ for end of the semester grades, however you may receive this grade on assignments.)
- A (95-97%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.
- A- (90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.

- B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C (74-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- C- (70-73%)** – Below Average work which barely meets professional standards of competence and is unlikely to be published or presented without tremendous amounts of work.
- D+ (67-69%)** – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation.
- D (64-68%)** – Inadequate work which does not meet professional standards of competence and is not worthy of publication and/or presentation.
- F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

CR STUDENT SUPPORT SERVICES: Information on any of the following campus programs, can be found through this link: <https://www.redwoods.edu/services>

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| ▪ Academic Support | ▪ Multicultural and Diversity Center |
| ▪ Admissions and Records | ▪ Online Course Support |
| ▪ Adult Education, Advising | ▪ Parking and Transportation |
| ▪ CalWorks | ▪ Student Health Center and Mental Health Counseling |
| ▪ Career Center | ▪ The G.R.O.V.E. (Food Pantry and Rapid Re-housing) |
| ▪ Business Center | ▪ Farm Shares |
| ▪ Child Development Center | ▪ Veterans Resource Center or Workforce and Community Education |
| ▪ Counseling Services | ▪ Trio |
| ▪ Disability Services and Programs for Student (DSPS) | ▪ Upward Bound |
| ▪ EOPS | ▪ Residence Halls/Housing |
| ▪ Financial Aid | |
| ▪ Library/Learning Resources Center | |

CANVAS ISSUES/TECHNOLOGY HELP: It is crucial to seek help when you can't access Canvas, or you have difficulty with your computer settings or browser. If you run in to issues with technology throughout the semester, contact the Student Tech Support office at 707-476-4288 or via email at tech-helpline@redwoods.edu

SPECIAL NOTES: BROWSERS AND MOBILE DEVICES

- Firefox is the recommended browser for accessing the Canvas LMS (learning management

system). If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.

- If Flash-based content is used in this course, it will not display on Mobile devices, especially iOS devices.
- External URLs: To open certain URLs (http vs https) you may be prompted to click on the shield icon in your browser to “allow” access to the unsecure content. Simply click on the shield and click the “allow” button when asked.
- Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

ACADEMIC DISHONESTY: In the academic community, the high value placed on truth implies corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [Course Catalogue](#) and on the College of the Redwoods [website](#).

DISRUPTIVE BEHAVIOR: Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to the instructor’s directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located on the College of the Redwoods [website](#).

PUBLIC SAFETY POWER SHUTOFFS (PSPS) – In the event of a PSPS electricity may be turned off to the county. It is anticipated that these PSPS will be smaller in size, and shorter in length than we experienced in 2019, if they occur at all. Yet, all students should know that if we experience a PSPS during our semester we will need to adjust the material/due dates. Students will not be penalized for outages that prevent them from submitting assignments or attending class. If you are experiencing a PSPS outside of Humboldt County (during our scheduled class time) please contact me as soon as possible.

EXPECTATIONS OF THE STUDENT

- Come to class prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 3-4 hours per week working on this course.
- *Prepare to the best of your ability* for every aspect of this course.
- Take the opportunity to learn how to write your own thoughts; *don't plagiarize*. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes. Balancing this

with a digestion of *your own thoughts/interpretation* on the subject is critical.

- Find ways to ***engage in class*** (by speaking, asking questions, sharing observations, ...) so that you can demonstrate and expand on your awareness of subject material. This will also help you to ensure that you get participation points for this course.
- While it is fine to look ahead a week or two on Canvas, ***please refrain from pre-watching video clips or looking through PowerPoint slides until we have gone through them together***. This will ensure that class is more interesting for all, while also allowing room for the instructor to make changes and bring in areas of interest expressed by the class over time.
- Work to ***maintain a sense of flexibility and humor*** as we work our way through this semester. With the ever shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- ***Engage in timely communication with the instructor*** if unexpected events occur which require your attention and make it difficult to complete assignments on time.
- ***Take the time to learn about campus services***. Then take steps to utilize them as needed.
- ***Create the opportunities for self-care*** that you need in order to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR

- I will ***come to class prepared***.
- I will prepare and refresh ***course materials which are as current*** and accurate as possible.
- I will be ***available to answer questions or issues that may arise for you*** during this course, be it in class, during my office hours, or at another time that is more convenient.
- I will **return emails within a 24-48-hour turnaround** time. If something is URGENT, please indicate that in the subject line.
- I will ***make at least 2 weeks at a time “published” on Canvas*** so that students can know what to expect for the following week.
- I will ***prepare you*** for the quizzes and other assessments in this course to the best of my ability.
- I will utilize ***fair and honest evaluation*** techniques for each assignment required for this course.
- To the best of my ability, make this a ***valid and worthwhile learning experience***.
- I will do my best to ***address the needs of a diverse range of learning styles*** in this course.
- I will ***only*** share your student information per FERPA guidelines.
- I will ***remain flexible regarding unexpected events impacting all of us*** over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

<p><i>Course Outline, Readings and Due Dates Subject to Change at Instructors Discretion</i></p>
