
SWHS-2: Field Seminar in Social Work and Human Services

Social Work and Human Services Department

Spring 2022

3 units

Professor: Carolyn Perkins

Office Hours: Monday's from 9:00 – 10:00am

Best Way to Reach Me: Emails thru Canvas Inbox

Prerequisites for Course: SWHS-1

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Office Location: AT135

Office Phone Number: 707.476.4354

Number of Proctored Exams: None

COURSE DESCRIPTION:

A focused exploration of case studies utilizing social work theory, emphasizing the development of social work skills, the principles of agency organization, and the nature of community social need and problems. The course provides the academic element for students simultaneously enrolled in supervised field experience in a community organization, agency, or institutional setting.

COURSE FORMAT:

This course will primarily be an independent learning opportunity apart from two person-to-person (Zoom or telephone) meetings.

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.

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

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!*

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](#). This includes **the deadline to add/drop/withdraw from courses**. Be sure that you are familiar with these dates and how they impact your individual situation.

OFFICE HOURS: Every Monday from 9:00am – 10:00am, I will hold Office Hours. Students

may join me in person at my office (AT-135) or via the Zoom link (provided under Course Resources on Canvas). This is a good time to check in with me about questions, discuss upcoming assignments, alert me to anything that I should know about your personal situation, or simply check-in and chat.

If this 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.

COURSE ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER: There are 2 primary ways to earn points in this SWHS-2 course. The rundown below provides the overview of the points that are available for this semester. Before doing that though, students are expected to understand the following information around the Field Placement link to this SWHS-2 course.

FIELD PLACEMENT: SWHS-2 is a course that is taken with SWHS-42. For clarification, the SWHS-42 course represents the field experience (also known as “occupational work experience”) hours. The SWHS-2 course is a space for students to develop a deeper understanding of social work practice, while also processing their direct field experiences from the SWHS-42 course.

Students are responsible for locating and securing a field placement at a social service agency, which has been approved by the instructor prior to beginning the placement. In addition, each student will need to identify a field site supervisor to complete/engage in the following with the student: orientation & safety checklist, development of a learning agreement, certification of all field hours, virtual or in-person site visit from the instructor, and student evaluation toward the learning objectives.

Note: Students will be required to complete all required field placement hours by the end of the semester. No hours can be earned passed the date that final hours are due for this course. Students who fail to obtain their required hours for SWHS-42 will be required to retake that course, and may also be required to retake SWHS-2 as well.

1. PARTICIPATION IN WEEKLY DISCUSSIONS POSTS – (10 pts each / 150 total available)

A large part of Social Work and Human Services education is growing from our own experiences, as well as from those around us. This requires a level of vulnerability, a willingness to self-reflect and an ability to hear from differing world views. This course is a chance for you and your colleagues (AKA “classmates”) to reflect on your internship experiences, areas of personal growth, goals and tasks at hand. Each week students will be given a discussion prompt that you are required to respond to. Once you’ve done this, you must then respond to at least two of your colleagues posts as well. This is a chance to find common ground, learn from one another and push yourself to see things through another world view. Students will be given full credit for that week’s participation once they have completed all three steps for that week’s discussion.

2. PROGRESS NOTES – (20 pts each / 40 total available)

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. Due: October 10th & Dec 5th (20 pts each= total 40 pts).

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 190
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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. 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 (94-100%)** - 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 (70-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- D (64-69%)** – Barely adequate work that does not meet minimum 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

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 2-4 hours per week working on this course.
- Find ways to *engage in class* so that you can demonstrate & deepen your understanding.
- 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. Talk to me about issues right away, do not wait until afterwards (when it is too late to develop a plan for success).

- ***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 to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR

- I will ***come to class prepared***, with ***course materials that are current***.
- 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 ***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>
