
SWHS-42: Supervised Occupational Work Experience

Social Work and Human Services Department

Spring 2022

3 units

Professor: Carolyn Perkins

Office Hours: M 9:00 – 10:00am

*Students can attend office hours in person or via Zoom

Prerequisite for this Course: SWHS-1

This course MUST be taken with: SWHS-2

Email: carolyn-perkins@redwoods.edu

Office Location: AT135

Telephone Number: 707.476.4354

Number of Proctored Exams: None

Number of Units: 2

The *best* way to reach me is through the Canvas Inbox – Allow up to 48 *business hours* for a response

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 for this course, however there are two to three times in which the student will be required to meet with the SWHS instructor. The dynamics of that are addressed later in this document.

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. The first of these meetings is at the beginning of the semester, with the student and instructor, to develop the placement plan. The second is with the student, instructor, and field placement/site supervisor. This meeting will allow for a check in on around student's Learning Agreement, hours, performance and goals, as well as any feedback to/from the agency or College of the Redwoods.

Note: Field trips are required. These are in the form of transportation 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.

ACCESSIBILITY:

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe 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 library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes 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 post-test adjustments usually cannot be accommodated.

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 (such as 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!*

SPRING 2021 ADMISSIONS DEADLINES & ENROLLMENT POLICIES:

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

OFFICE HOURS: On Monday's I will be available in my office from 9:00 – 10:00am. I will also have my personal meeting room in Zoom open. Students are encouraged to drop in (in person or via Zoom) 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. If you log in to my personal meeting room and are waiting in the lobby, know that this means I am in a private conversation with another student. I will make sure to 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/week 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 an assignment for this course, be sure to demonstrate that you have read/watched/listened to the presented materials guiding the assignment. Students **MUST** have all items turned in for this course in order to pass. Failure to pass this class will require the student to retake the cooccurring courses for SWHS-42 and SWHS-2.

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, PDF, JPEG, or GIF format**. Items submitted in *any* other format will be considered incomplete. (This is because I will not be able to open them.)

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> or <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 and our Canvas course 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.

NOTE: All assignments below are related to the student’s engagement with their field placement site. **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.

1. CLASS PARTICIPATION: Student are expected to engage with this course regularly. The instructor will routinely check the Canvas system to assess whether individual students are interacting with the Canvas course. Students who show routine engagement with the material will receive the full 20 points available. Students you engage irregularly with the Canvas course will receive between 25%-75% of the total points available, depending on their individual level of engagement. Students who rarely, inconsistently or never engage with the Canvas course will receive 0 points for participation.

TOTAL OF 160 POINTS POSSIBLE

2. AGENCY ORIENTATION/SAFETY CHECKLIST: The Student Orientation Checklist is a required document that will provide a framework for monitoring and completing the agency orientation process. It will also allow you and your field placement to talk through any precautions, protocols, or situations that you should be aware of when volunteering/working there. This is due by the END OF WEEK FOUR – via Canvas.

TOTAL OF 40 POINTS POSSIBLE

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 100 POINTS POSSIBLE

4. CERTIFICATION OF FIELD PLACEMENT HOURS:

(A) **LOG OF HOURS:** Students must record all field placement hours (which will be uploaded to Canvas Week 7, Week 11 and Week 13). Credit will not be given for prior volunteer and/or paid employment prior to the beginning of this semester. Each Log of Hours will be completed & signed by the student, then approved by the student's site supervisor. Each of these is due by the end of the assigned week (Sunday) by 11:59pm. These are due as follows...

- January & February Field Hours are Due by the end of Week Seven
- March Field Hours are Due by the end of Week Eleven
- April Field Hours are Due by the end of Week Fourteen

NOTE: Hours can only be gained DURING the semester that the student is enrolled in SWHS-42. No hours gained before (or after) the official semester timeline are allowed.

EACH LOG OF HOURS = 50 POINTS

(B) **CONFIRMATION OF COMPLETION:** Students will also complete a Confirmation of Completion document (signed by the student and site supervisor) to confirm that ALL required hours have been completed by the student. 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.

- Due by the end of Week Sixteen (that Sunday by 11:59pm)

CONFIRMATION OF COMPLETION = 50 POINTS

5. 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 is to be *completed by the student's field and supervisor*, then discussed with the student (in an effort to highlight strengths and areas of growth). Once this is done, it is to be signed off by both the student and site supervisor. **This is due by the end of Week 15.**

TOTAL OF 50 POINTS POSSIBLE

6. SITE OVERVIEW & EVALUATION: In an effort to help the Social Work & Human Services department build and refine our Field Experience aspect of our program, students are asked to contribute feedback about the experiences that they had at their particular field site and their field site supervisor. This document will provide you the space to talk about the aspects you enjoyed, the aspects that were more difficult, the types of opportunities you had and any suggestions that you have

for future students interning at that location. This is a confidential document that will only be seen by the student and the instructor. This document will NOT be shared with the field site or future students. It is used by the Department to help grow the program, increase opportunities for students and improve relationships with the social service community. **This is due at the end of Week Fifteen.**

TOTAL OF 50 POINTS POSSIBLE

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 600

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 (95-100%)** - 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.
- D (64-69%)** – Inadequate work that does not meet minimum assignment requirements and/or professional standards of competence.
- F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

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 complete the Social Work & Human Services program, and/or move on to a pursue a Bachelor of Social Work degree.

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.

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

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

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. If you can not text or email, please call me so that we can work to develop a plan for your continued success in this course.

EXPECTATIONS OF THE STUDENT

- Come to class prepared with *readings and assignments completed each week by Wednesday*.
- *Expect to spend* about 1-2 hours per week working on this course (on top of your hours obtained at your field placement location).
- *Prepare to the best of your ability* for every aspect of this course.
- *Arrive on time and consistently* for your placement location. These sites are going out of their way to help you. Don't make them regret that.
- *Abide by the agency policies and regulations* while at your field placement location.
- *Keep in mind that you are laying the groundwork* for yourself as you progress in this field, but also for other social students who will come up behind you. Take each step in a way that you will look back with pride and satisfaction.
- 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 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>Due Dates Subject to Change at Instructors Discretion</i></p>
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