



Syllabus for Social Work Seminar (SWHS-2)

Course Information

Spring 2023, Tuesdays 5:30-8:40

Location: Room 34, Del Norte

5 on-campus meetings, weekly discussions on Canvas

Instructor Information

Professor: Nathalie Dierkx

Email address: Nathalie-Dierkx@redwoods.edu

Course Information

Required Materials

Grobman, L. M., & Wehrmann, K. C. (2019). *Days in the Lives of Social Workers: 62 Professionals Tell "Real-Life" Stories from Social Work Practice (1)* (5th ed.). The New Social Worker Press.

Prerequisites/co-requisites/ recommended preparation

Prerequisite: SWHS-1: Introduction to Social Work

Co-Requisite: SWHS- 42: Supervised Occupational Work Experience

Catalog 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 Student Learning Outcomes (*from course outline of record*)

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.

Course Format

This **hybrid** course asks that **students move one week at a time through focused material** laid out in each week's Modules. We will meet in person 5 times (starting week 1, we will establish the other 4 in person together). Every week, we will have a discussion board on a topic that I will establish based on what students are encountering at their sites (conflict resolution with a supervisor, projection, self care strategies etc.). You must complete your response by Friday at midnight and respond to two of your classmates post before Tuesday at 5:30 of the following week. We will plan on "meeting" via these discussion posts but can pivot to zoom meetings if that would better support students' deep learning.

Office Hours

Thursdays 9-10:30am I will be available on zoom for discussions. This can be for formal course questions, to talk about your future in Social Work, or just to chat!

If this time slot does 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.

You are required to meet with me one-on-one (likely on zoom) three times in the semester- YOU are responsible for setting up these meeting times!

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 Evaluation

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.

Course Assignments

****ALL Assignments MUST be completed for students to pass this 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 unable to receive the points necessary to pass both the SWHS-2 and SWHS-42 courses.

1. CANVAS AND SYLLABUS QUIZ - (6 pts)

To make sure students are familiar with the information and resources on the syllabus and the Canvas course website, students will complete a canvas and syllabus quiz during the first class session.

Due on Canvas: To be completed in class on January 17th

2. PARTICIPATION IN WEEKLY DISCUSSIONS POSTS *15* – (3 pts each / 45 total)

We will meet in person 5 times (starting week 1, we will establish the other 4 in person together). Every week, we will have a discussion board on a topic that I will establish based on what students are encountering at their sites (conflict resolution with a supervisor, projection, self care strategies etc.). You must complete your response by Friday at midnight and respond to two of your classmates post before Tuesday at 5:30 of the following week. We will plan on “meeting” via these discussion posts but can pivot to zoom meetings if that would better support students’ deep learning.

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. **Student’s initial response that week’s prompts must be at least 400 words in length.** Once you’ve done this, you must then respond to at least two of your colleagues posts as well. **These responses/engagements must be at least 100 words in length each.** These responses/engagements with our colleagues are 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. Students are asked to read through and digest the “Classroom Agreements” (available on the course’s “Home” page) before engaging in the first week’s Discussion Post. Throughout the semester, students are encouraged to check back in with it.

Due on Canvas: Each week you must post your response by Friday at midnight and respond to two classmates by the following Tuesday at 5pm. For example, the week 2 discussion forum will be up on Canvas by Friday week 1, you will respond by Friday week 2 and respond to two of your classmates by Tuesday week 3.

3. ATTENDANCE FOR LIVE VIRTUAL CLASS SESSIONS *5* – (1 pt each/ 5 total)

Over the course of the semester, students will be required to attend 5 live virtual class sessions. We will begin with Week 1 and establish the other 4 that week. The link for these is available through the “Home” page of our Canvas course.

Due on Canvas: January 17th and 4 other times to be established

4. ONE ON ONE MEETINGS WITH PROFESSOR DIERKX *3* (3 pts each/9 total)

Students will be responsible for making 3 one-on-one meetings with me throughout the semester:

- Meeting 1 in Week 1 or 2
- Meeting 2 sometime between Weeks 4-12
- Meeting 3 in Week 14 or 15

****feel free to make additional meetings as you need support!****

Due on Canvas: All must be completed by May 5th at midnight

5. PROGRESS NOTES *2* – (10 pts each/ 20 total)

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 on Canvas: March 10 and May 5

6. SIGNED & APPROVED CONFIRMATION OF COMPLETION – (5 points)

Once completing the required number of field placement hours (120 for volunteers, or 150 for paid employment), students must get the Confirmation of Completion document signed by themselves and their field placement supervisor. These then must be uploaded into Canvas. Only once all required signatures and approvals have been completed, and the document is in Canvas, can the grades for this assignment be entered into the Canvas gradebook. This will be a very large part of your grade for SWHS- 42.

Due on Canvas: May 5th by midnight

7. MEETING WITH CAREER CENTER- RESUME (5 pts)

Students must reach out to the Career Center and make an appointment to engage in resume building. You can either attend to get feedback on an existing resume or have them help you get started on one. Submit proof of meeting and current resume (include current internship!!). Failure to comply with the services offered, cutting the session short, or otherwise acting unprofessionally while engaging with the Career Center staff and/or services offered will result in the student's failure to complete this assignment. This assignment will remain open for the duration of the semester, closing on the Friday prior to Finals Week.

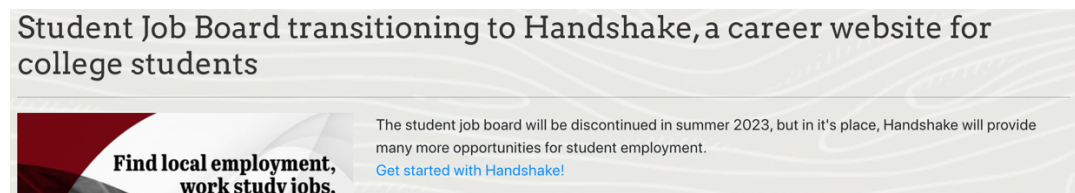
To make an appointment, go to <https://www.redwoods.edu/careercenter> and scroll to the bottom where it says “Contact Us”. Include information about why you are meeting, what you hope to cover in the session, and times that work for you.

Due on Canvas: May 5th by midnight

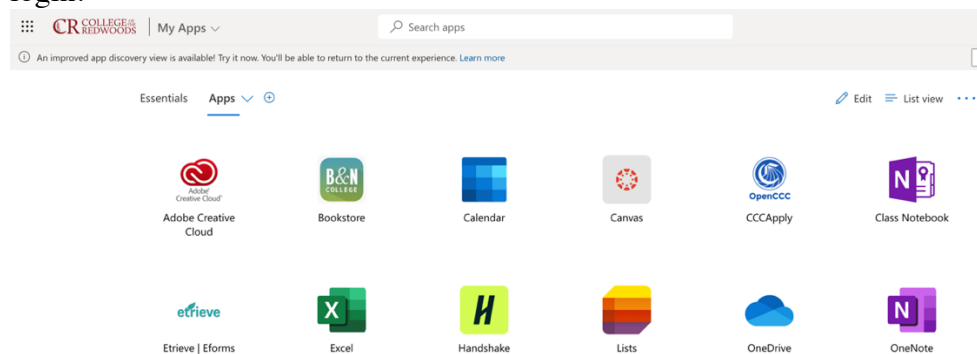
8. MEETING WITH CAREER CENTER- HANDSHAKE JOB SEARCH AND MOCK INTERVIEW (5 pts)

Students must first find a social work-related job posting on the Handshake website (accessed through the career center website) and then reach out to the Career Center and make an appointment to engage in a mock interview. Follow career center instructions on how to approach this meeting. Submit proof of meeting and link to job posting. Failure to comply with the services offered, cutting the session short, or otherwise acting unprofessionally while engaging with the Career Center staff and/or services offered will result in the student’s failure to complete this assignment. This assignment will remain open for the duration of the semester, closing on the Friday prior to Finals Week.

Access canvas from this link <https://www.redwoods.edu/careercenter> and then scroll down to navigate to Handshake here by clicking “Get Started with Handshake”



You will then login to your CR portal. Once you are there, toggle from “Essentials” to “My Apps” (upper left corner) and click on Handshake. It will then instruct you how to login.



Make an appointment with the same instructions as above.

Due on Canvas: May 5th by midnight

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 100

Due Dates and Late Assignments

****A note about due dates: MANY assignments are due Friday of Week 15, I highly recommend making a calendar for yourself at the beginning of the semester to spread these assignments out. You also have multiple assignments for SWHS-42 due at that same time. You cannot complete them all during Week 15! Let me know if you want to talk about tips and tricks for this****

With all assignments known in advance, students must work to create a schedule of completion on their own that meets the timeline for this course. 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. If you know ahead of time of challenges with the schedule of assignments, please set a time for us to meet and we can work on a schedule together. If an emergency arises, please email me to let me know as soon as you can and we can come up with a plan from there.

Attendance 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.
- (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.

Student Resources

Admissions Deadlines and 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.

Spring 2023 Dates:

- Classes begin: 01/14/23
- Martin Luther King's Birthday (all campuses closed): 01/16/23
- Last day to add a class: 01/20/23
- Last day to drop without a W and receive a refund: 01/27/23
- Census date: 01/30/23 or 20% into class duration
- Last day to petition to file P/NP option: 02/10/23
- Lincoln's Birthday (all campuses closed): 02/17/23
- President's Day (all campuses closed): 02/20/23
- Last day to petition to graduate or apply for certificate: 03/02/23
- Spring Break (no classes): 03/13/23 – 03/18/23
- Last day for student-initiated W (no refund): 03/31/23
- Last day for faculty-initiated W (no refund): 03/31/23
- Final examinations: 05/06/23 – 05/12/23
- Commencement: 05/15/23
- Semester ends: 05/12/23
- Grades available for transcript release: approximately 05/26/23

Student Support Services at College of the Redwoods

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

- ♣ 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

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.

Canvas Issues and 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

Free Microsoft Word

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>

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 in the [Course Catalogue](#) and on the College of the Redwoods [website](#).

Course Expectations and Community Agreements

Inclusion and Open-Mindedness

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.

Learning During an Ongoing Pandemic

A sense of humor, patience, and honesty are going to be key as we work through a semester filled with potential 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!*

Expectations of Students

- Come to class prepared with ***readings and assignments completed before class.***
- 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.
- 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
- ***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.

Course Outline, Readings and Due Dates Subject to Change at Instructors Discretion