

Course Information

Semester & Year: Fall 2024

Course IDs & Section #'s: SWHS-42-V8461

Instructor's name: Carolyn Perkins

Day/Time of required meetings: Occupational Work Experience counts as class attendance.

Location: Social Service program of your choice in the community (all sites must meet SWHS Dept criteria)

Course units: 2

Instructor Contact Information

Office location: AT-135

Office hours: Thursday mornings from 9 – 10am (in person or via Zoom)

Phone number: 707-476-4354

Email address: The best way to email me is through Canvas Inbox. I check that every weekday and respond to all messages within 24 – 48 hours. If your matter is urgent, feel free to write "URGENT" in the subject line so that I see it quicker.

Catalog 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 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 where 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 the contracts (if needed) with the agency to complete the 120 hours of unpaid or 150 hours of paid internship hours.**

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.

PREREQUISITES/CO-REQUISITES/ RECOMMENDED PREPARATION:

Students taking this course must have completed SWHS-1 in a semester prior to taking this course. Students enrolled in this SWHS-42 course must also be enrolled with its co-requisite SWHS-2. These courses can only be taken together, as they both tie together the field experience & classroom learning.

For those that this applies to, know that DSPS will email approved accommodations for distance education classes to your instructor.

EDUCATIONAL ACCESSIBILITY & SUPPORT: College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-

campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

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.

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.

REQUIRED MATERIALS: NONE

INCLUSIVITY STATEMENT: Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. I believe learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. I encourage anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: [Unlawful Discrimination Complaint Form](#); [Non-Academic Complaint](#); [Title IX](#); [Grade Change](#)

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, ability and neurodiversity, 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 way 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.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member shows respect for all worldviews expressed in class. As outlined in our Classroom Agreements, in this class we are committed to equalizing our space, checking our assumptions, accepting each other's right to make mistakes, practice giving and receiving forgiveness, and recognizing consensual dialogue. It is expected that some of the material in this course may evoke strong emotions, cause discomfort, or call for us to examine our privilege, power, and/or individual lens. In the field of social work, this process of sitting in discomfort, unpacking our own lived experiences, and creating a space where others can also do these things, allows each of us to grow in our understanding of the human experience. That said, please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes offense. While our intention may not be to cause offense, the impact of what happens throughout the course is not to be ignored. It is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt that you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue that you trust.

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.

Additionally, links provided on the "Home" page of your Canvas co-requisite course (SWHS-2) will link you directly to the tech support FAQs page, as well as a way to chat directly with the Help Desk.

SPRING 2024 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 Thursday from 9:00am – 10:00am, I will hold **in-person & virtual office hours simultaneously**. Students are invited to join me in my office (AT-135) during this time or hop into my office virtually via the Zoom link (provided under Course Resources on Canvas), depending on what best fits your schedule. 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 slot does not work for your schedule, let me know. I am more than happy to see if we can line up schedules at another time for us to talk. 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 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. You can access these through the “MyCR” link at the top of the CR website (www.redwoods.edu). When clicking those words (located at the top left-hand-side of the website home page, you will be taken to the portal that has your Canvas classroom as well as these many free software programs.

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 CAROLYN: 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 work 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. **Students are responsible for securing 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. 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.

Graded as “Complete” or “Incomplete”
TOTAL OF 40 POINTS POSSIBLE

2. 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.

Graded as “Complete” or “Incomplete”
TOTAL OF 100 POINTS POSSIBLE

3. CERTIFICATION OF FIELD PLACEMENT HOURS: This is a 4-part process, which unfolds as follows:

(A) **FIRST, SECOND, & THIRD 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.

NOTE: Hours can only be gained by enrolled SWHS-42 students from the 1st day of CR’s semester through 11:59pm on the Friday before Finals Week. No hours gained before (or after) the official semester timeline are allowed.

Graded as “Complete” or “Incomplete”
EACH LOG OF HOURS = 50 POINTS / 150 TOTAL

(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 FRIDAY OF FINALS WEEK.**

IMPORTANT NOTE: This document is also submitted in your co-requisite course SWHS-2.

Graded as “Complete” or “Incomplete”

CONFIRMATION OF COMPLETION = 50 POINTS

- 4. MANDATORY VIRTUAL SITE VISITS:** Using the link provided in Canvas, students will be taken to a Calendly.com website where they can schedule a time (that lines up for themselves and the site supervisor) to engage in a virtual site visit (done through Zoom). This site visit is a chance for students to share/hear what they are doing well, as well as areas of growth. Site visits must be set up well in advance to accommodate your Site Supervisor’s busy schedule. Students have access to set these up from the first day of school, but all visits will take place during Weeks 9 and 10 of the course.

Graded as “Complete” or “Incomplete”

TOTAL OF 0 POINTS POSSIBLE

- 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.**

Graded as “Complete” or “Incomplete”

TOTAL OF 25 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 with 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.**

Graded as “Complete” or “Incomplete”

TOTAL OF 25 POINTS POSSIBLE

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 390

NOTE: Final grades will indicate a “Pass” or “No Pass” for this course, rather than a letter grade.

SWHS 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 from their field placement or classwork 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.

ACADEMIC INTEGRITY: 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](#).

Assignment Details & Due Dates Subject to Change at Instructors Discretion

~ Any changes will be done with clear communication to students ~