



Syllabus for Social Work Seminar (SWHS-2)

Course Information

Spring 2024, Wednesdays 5:30-8:40
Location: Room 34, Del Norte

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.

All other materials on canvas.

Prerequisites/co-requisites/ recommended preparation

Prerequisite: SWHS-1: Introduction to Social Work

Co-Requirement: 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*)

Course Learning Outcomes

Upon successful completion of this course, students will:

1. Be knowledgeable about various agencies that exist within social work practice that provide services to multiple populations.
2. Understand professional conduct that exists within social service agencies to effectively work with clients, colleagues, other providers, and political structures.
3. Identify and characterize the major components of social work and human services practice.
4. Gain knowledge of the core competencies required of social workers as defined by the Council on Social Work Education (CSWE).

5. Explain the purpose and skills of cultural engagement and cultural humility (i.e., recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development).
6. Demonstrate knowledge of fundamental legal guidelines, privacy, and information management related to the standards of professional practice.
7. Apply a basic Code of Ethics, such as from the National Association of Social Workers (NASW) to field work.
8. Gain ability to review ethical dilemmas using the NASW Code of Ethics and a critical reflection on the influence of personal bias and expectation in the workplace.
9. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development, including feedback from supervision.
10. Develop personal understanding of values and beliefs that inform the helping relationship consistent with social work principles.
11. Reflect upon the application of ethical and professional standards to oneself within specific agency settings.
12. Begin to develop self-care strategies designed to ensure a lasting career in the field of social work.

Course Concepts

Students will understand and be conversant with the following terms and ideas as they demonstrate course outcomes:

1. Exploring real-time social work practice
2. Embracing the role of the "learner"
3. NASW Code of Ethics & Confidentiality (to include the comparison of other ethical guidelines from parallel fields of practice)
4. Recognizing blind spots & soft spots
5. Case staffing & case notations
6. Decolonizing social work practice
7. Imposter Syndrome
8. Boundaries & Self-Care
9. Crisis Theory and crisis intervention.
10. Working with "difficult" clients
11. The importance of healthy closure
12. Client's right to self-determination
13. Impact of laws on social work practice
14. Building knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.

Course Themes and Issues

The following motifs are threaded throughout the course as the primary tensions or problems inherent in the subject matter that students will engage with:

1. Ethical and legal conflicts within Social Work practice
2. Diversity, equity, and inclusion work in real-time
3. Confronting client / worker biases
4. Engaging resistance in clients
5. The role of the social work professional
6. Client empowerment; being a change agent and advocate for clients
7. Awareness of self in social work practice: attitudes, biases, strengths
8. Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
9. Maintenance of confidentiality & legal boundaries
10. Finding answers and engaging in solutions

Student Skills

Students will utilize the following skills to demonstrate course outcomes:

1. Keep accurate and concise notes.
2. Objectively observe clients and report those observations.
3. Maintain appropriate professional boundaries while establishing effective relationships with clients.
4. Communicate with people from a variety of socioeconomic, racial and cultural backgrounds.
5. Communicate effectively, both verbally and in writing.
6. Communicate professionally with clients, colleagues and field supervisors.

Course Format

SWHS-2 is the seminar course that accompanies your Social Work internship. I may ask you to read a few materials prior to class each week with the intention that all materials support your work in internship. Class time will involve us checking in about internships, engaging with the materials you read, and diving deeper into our Social Work knowledge.

Office Hours

I will be available on zoom or in person for discussions. This can be for formal course questions, to talk about your future in Social Work, or just to chat!

When seeking a 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 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 and canvas 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. ATTENDANCE AND PARTICIPATION IN WEEKLY CLASSES *15* – (3 pts each / 45 total)

We will meet in person each week- your attendance will be marked but, more importantly, you will be asked to engage meaningfully with your internships and any assignment materials.

Due: Class meetings each week

3. 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 1st at midnight

4. 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 6th and May 1st

5. 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 1st by 5pm

6. 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.

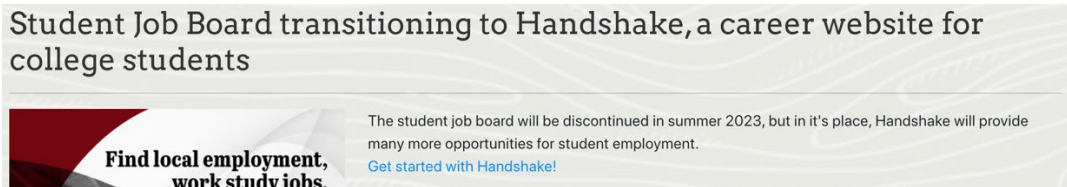
To make an appointment, go to <https://www.redwoods.edu/careercenter> and scroll to the bottom where it says "Contact Us". Include information about why you are meeting, what you hope to cover in the session, and times that work for you.

Due on Canvas: May 1st by 5pm

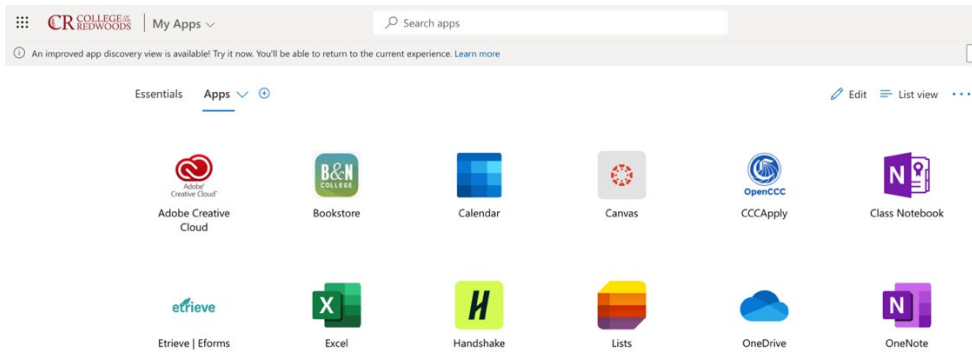
7. MEETING WITH CAREER CENTER- HANDSHAKE JOB SEARCH AND MOCK INTERVIEW (5 pts)

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 1st by 5pm

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 100

Due Dates and Late Assignments

****A note about due dates: MANY assignments are due 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.

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>

- | | |
|---|---|
| ♣ 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 | |

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