



SOCIAL WORK & HUMAN SERVICES SEMINAR

COLLEGE OF THE REDWOODS

COURSE INFORMATION

Semester & Year: Spring 2025
Course ID & Section #: SWHS-2-E7722
Day/Time of required meetings: Tuesday & Thursday from 1:15 – 2:40pm
Location: Humanities 115 (HU-115)
Course units: 3

Instructor Contact Information

Instructor's name: Carolyn Perkins
Office location: AT-135
Office hours: Thursday mornings from 9 – 10am (in person or via Zoom)
Phone number: 707-476-4354
Email address: This is the best/fastest way to reach me. Please send emails through the 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 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. Compare & contrast the structure, function, and population services by social services agencies and how they serve the common needs/issues facing their clients.
2. Identify and describe the professional role of the social worker within various social work settings/fields of practice.
3. Interpret and analyze case studies applying social work theories in real time.

REQUIRED MATERIALS

Book title: Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others
Author: Laura van Dernoot Lipsky **ISBN:** 978-1576759448

PREREQUISITES/CO-REQUISITES/ RECOMMENDED PREPARATION

Pre-requisite: SWHS-1 / **Co-requisite:** SWHS-42



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 [Student Accessibility Support Services \(SASS\)](#).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2353, 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.

FREE FOR STUDENTS - OFFICE 365 EDUCATION

Office 365 Education is available for free to students who are currently attending CR. You can access these by clicking on the “MyCR” link located at the top of CR’s main webpage (www.redwoods.edu). This link is where you access Canvas and provides you with access to multiple free apps/software.

COURSE FORMAT

This course is run in person at the Eureka CR campus. This means that we will meet every Tuesday and Thursday of the semester. During those class sessions we will discuss topics related to the work that you are each doing at your volunteer location/workplace. These conversations will allow us to take a deeper dive into the social work theories and practice approaches that you were exposed to in Introduction to Social Work and Human Services. We will also utilize small groups activities and



individual opportunities to practice particular skill sets. Each student is expected to engage actively in each classroom session.

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 resources. 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 people's 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 information and resources provided [on this page](#).

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 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.

SPRING 2025 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](#). 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.

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 into issues with technology throughout the semester, contact the [Student Tech Support office](#) (707-476-4288).

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.

BEFORE ASKING FOR HELP FROM CAROLYN (*your instructor*)

Be sure to check your syllabus for the information that you are seeking. In all helping professions, we are often asked to find answers to complex laws, policies, treatment modalities, 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 finding 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. While I am *more than happy* to connect and *truly enjoy* getting to know/help students, know that it is equally important to me that you learn to navigate the unknown independently.

WHEN REACHING OUT TO CAROLYN

When reaching out, **please allow at least 24-48 business hours for a response.** If your matter is urgent, feel free to add that to the subject line so that I am aware of this. Please know that one way that I facilitate self-care in my own life (a key component to longevity in the field of social work and addiction studies), **I do not work 7 days a week.**

This means that I rarely check/respond to emails over the weekend or on holidays. This can be tricky when students wait until the last minute to begin their assignments (which are due on Sunday's). When mapping out your semester, **be sure to leave yourself plenty of time to ask questions** and obtain



answers during the workweek, well before your assignment is due.

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 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.**

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.***

ATTENANCE POLICY AND GRADING STANDARDS

The Department of Social Work of Human Resources recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment.

Students are expected to communicate with instructors regarding any absence and are



encouraged to communicate with faculty about any circumstances that may interfere with their academic progress. If an unexpected event comes up for you, be sure to reach out to your instructor so that we can work together and ensure that you meet all of the course requirements to pass this class on time.

COURSE ASSIGNMENTS AND POINTS AVAILABLE THIS SEMESTER

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

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

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

Note: Students will be required to complete all required field placement hours by the end of the semester. No hours can be earned passed the date that final hours are due for this course. Students who fail to obtain their required hours for SWHS-42 will be unable to receive the points necessary to pass both the SWHS-2 and SWHS-42 courses.

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

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.



2. PROGRESS NOTES – (20 pts each / 40 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: October 10th & Dec 5th (20 pts each= total 40 pts).

3. MANDATORY ATTENDANCE FOR LIVE CLASS SESSIONS – (50 pts each / 200 total)

Over the course of the semester, students will be required to attend 4 live virtual class sessions. These will occur from 1:15 – 3:15pm on the last Wednesday of each (full) month of the semester. This means that we will meet **on 08/31/22, 09/28/22, 10/26/22, and 11/30/2022**. The link for these is available through the “Home” page of our Canvas course.

4. SIGNED & APPROVED CONFIRMATION OF COMPLETION – (200 points total)

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.

5. EXTRA CREDIT OPTION – (40 points total)

This course offers one opportunity for extra credit. Students wishing to engage in this assignment must reach out to CR’s Career Center, make an appointment to meet with staff, and engage in their Resume Building and/or their Mock Interview services. Once this has been completed, students must submit proof of attendance into this assignment in Canvas, so that the grade can be added to their overall score. 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.

TOTAL CLASS POINTS AVAILABLE FOR THE SEMESTER 590
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SOCIAL WORK & HUMAN SERVICES DEPARTMENT GRADING STANDARDS

The following grading standards are for course assignments and course grades. Some grading categories are not used by the college for course grades – but may be used for assignments. The department has worked to establish this grading scale for all courses based on academic and practice standards of excellence. These standards may be different from other courses at CR; however, you will find the same standard used for all social work courses. This standard is used to help you achieve your own level of mastery of the material and demonstrate competency in the practice behaviors that are the hallmark of professional social work.

- A (94-100%)** - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.



- A- (90-94%)** – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.
- B+ (87-89%)** – Great work which meets a level of professional competence that with some changes could be worthy of publication and/or presentation.
- B (84-86%)** – Very Good work which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.
- B- (80-83%)** - Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.
- C+ (77-79%)** - Above Average work which minimally meets professional standards of competence, that through addressing the challenges may at some point be worthy of publication and/or presentation.
- C (70-76%)** – Average work which minimally meets professional standards of competence and with considerable revision, may be worthy of publication or presentation.
- D (64-69%)** – Barely adequate work that does not meet minimum professional standards of competence and is not worthy of publication and/or presentation.
- F (63% or below)** – Unacceptable work that does not meet minimum course expectations.

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](#).



This semester we will spend a lot of time engaging with each other through these discussions. This is an important tool that will help with the digestion of the course material. These discussions are often more fulfilling when we have taken the time to get to know each other, understand each other's perspective/background/world view, find similarities/differences, and understand that competing ideas can all be true at the same time. That act of accepting that sometimes there is no "*right*" answer is something that those of us in Social Work we refer to as "*living in the grey*." While this is a hard place to sit sometimes, it is a **very important part of learning to understand each other**.

It is imperative that we create a safe space for each student to express their point of view. This can be difficult at times, since the material often resonates with each person differently. Yet, when we all commit to holding these discussions as a safe space and we truly engage in conversations that accept our various lived & learned experiences as an opportunity to grow & expand our own understanding, ... *that is where the magic happens*. As such, **each student is expected to read, commit to, and always follow these Classroom Agreements throughout this course.**

Examples of inappropriate use of our Discussion Boards include posting offensive or disrespectful comments, sharing irrelevant or misleading information, posting external links without prior instructor consent, and engaging in personal attacks. **Violations of these agreements may result in the following consequences:** (1) a mandatory meeting with the instructor before you can participate in further discussions, (2) an automatic score of '0' for all remaining discussions in this course, (3) a referral to the Behavioral Intervention Team (BIT), and (4) immediate removal from the course. Your cooperation is essential for maintaining a respectful and productive learning environment.

EXPECTATIONS OF THE STUDENT

- Come to class prepared with *readings and assignments completed by the first class each week*.
- Expect to spend about 2-4 hours per week working on this course.
- Find ways to *engage in class* so that you can demonstrate & deepen your understanding.
- While it is fine to look ahead a week or two on Canvas, *please refrain from pre-watching video clips or looking through PowerPoint slides until we have gone through them together*. This will ensure that class is more interesting for all, while also allowing room for the instructor to make changes and bring in areas of interest expressed by the class over time.
- Work to *maintain a sense of flexibility and humor* as we work our way through this semester. With the ever-shifting sands of life during a global pandemic, there will be situations that we cannot anticipate. In those moments, a sense of humor will be helpful.
- *Engage in timely communication with the instructor* if unexpected events occur which require your attention and make it difficult to complete assignments on time. Talk to me about issues right away, do not wait until afterwards (when it is too late to develop a plan for success).
- *Take the time to learn about campus services*. Then take steps to utilize them as needed.
- *Create the opportunities for self-care* that you need to maintain your mental health and overall success in this course.

EXPECTATIONS OF THE INSTRUCTOR

- I will *come to class prepared*, with *course materials that are current*.
- I will be *available to answer questions or issues that may arise for you* during this course, be it



in class, during my office hours, or at another time that is more convenient.

- I will ***return emails within a 24-48-hour turnaround*** time during the 5-day work week. If something is URGENT, please indicate that in the subject line.
- I will ***prepare you*** for the quizzes and other assessments in this course to the best of my ability.
- I will utilize ***fair and honest evaluation*** techniques for each assignment required for this course.
- To the best of my ability, make this a ***valid and worthwhile learning experience***.
- I will do my best to ***address the needs of a diverse range of learning styles*** in this course.
- I will ***only*** share your student information per FERPA guidelines.
- I will ***remain flexible regarding unexpected events impacting all of us*** over the semester. Examples of these are rolling power shutoffs, internet disruptions, road closures and fires. If any of these occur, deadlines will move to ensure there is adequate time for students to complete the assignment.

WEEKLY TOPIC AREAS TO BE COVERED THIS SEMESTER

WEEK ONE	Welcome & Course Overview
WEEK TWO	Finding our Place as a “Learner”
WEEK THREE	Getting to Know Our Sites: <i>All the Places We Go</i>
WEEK FOUR	Confidentiality: <i>Theory to Practice</i>
WEEK FIVE	Getting Real: <i>Unpacking Ourselves for the Sake of Our Clients</i>
WEEK SIX	Imposter Syndrome: <i>What is it? Who experiences it? Pushing Through it.</i>
WEEK SEVEN	Progress Notes: <i>Why we do them? Who sees them? How to write them,</i>
WEEK EIGHT	Boundaries & Self-Care
WEEK NINE	--- SPRING BREAK ---
WEEK TEN	Finding Our Way to Trauma Stewardship
WEEK ELEVEN	Laws: <i>How they Impact Services Delivery Systems</i>
WEEK TWELVE	Educational Pathways in the Field of Social Work
WEEK THIRTEEN	Decolonizing Social Work: <i>What does it take?</i>
WEEK FOURTEEN	Applying ACEs to Crisis Intervention
WEEK FIFTEEN	Closure: Why it is important to engage in
WEEK SIXTEEN	Building Bridges – Celebrating Progress – Honoring Goals

Assignment Details & Due Dates Subject to Change at Instructors Discretion

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