



# SWHS-42: FIELD EXPERIENCE

COLLEGE OF THE REDWOODS

## COURSE INFORMATION

**Course units:** 2  
**Semester & Year:** Spring 2025  
**Course IDs & Section #'s:** SWHS-42-V8464 and SWHS-42-V8463

**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)

## 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:** 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. Write objective reports based on observation of clients.
2. Communicate with people from a variety of socioeconomic, racial, and cultural backgrounds.
3. Demonstrate professional boundaries while establishing effective relationships with clients/program participants.
4. Integrate social work theory into a real life case.



## **REQUIRED MATERIALS: NONE**

## **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.

## **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 one to three times in which the student will be required to meet with me. The dynamics of that are addressed later in this document.

**MY TEACHING STYLE:** Classes will include a mixture of lectures, student engagement, information gathering, and recorded lectures. Students are strongly encouraged to ask questions of the instructor, as well as other students through our Canvas discussion d\boards. This allows each of us to learn and grow in our understanding of ourselves and of this field of study. Each of us comes to this course, and this career path, with different lived experiences. Rather than expecting others to accept one viewpoint, students will be encouraged to allow space for the experiences of others from differing backgrounds to exist simultaneously. Through this understanding of ourselves and those around us, students will begin to develop an ecological approach to their understanding of this important field of study.



All students are expected to thoroughly read this syllabus and take the time to understand the assignment details as laid out in this syllabus, as well as on the “Assignment Drop-Box” page on this course’s Canvas homepage.

**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.

### **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.

### **FREE FOR STUDENTS - OFFICE 365 EDUCATION**

Office 365 software 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 these by clicking "MyCR" at the top left-hand side of CR's main webpage: [www.redwoods.edu](http://www.redwoods.edu)

### **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.

### **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 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.)

### **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.***

**Because many of these documents (below) involve a signature and/or engagement from another party** (the person supervising you), **it is critical that you PLAN AHEAD**. These folks are freely giving of their time to help you reach your academic goals. They are busy and often need a heads up to carve out time for these things. It is your responsibility to plan ahead and work with them to get what you need before the assignment deadlines. Field supervisors are NOT expected to drop everything or adjust their schedules to accommodate your schoolwork.

### **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 students’ 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”**

**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”**

**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 1<sup>st</sup> 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”**

(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**

**ALL assignments must be submitted to pass this course. Failure to pass this course will result in the need to retake both SWHS-42 and the co-requisite SWHS-2.**

### **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.

## **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 follow these Classroom Agreements at all times 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.

### **REQUIRED HOURS AND DATES TO COMPLETE THEM WITHIN**

HOURS GAINED THROUGH	TOTAL REQUIRED	STARTING	ENDING
Volunteering	120 hours	01/18/25	05/09/25
Employment	150 hours	01/18/25	05/09/25

**Assignment Details & Due Dates Subject to Change at Instructors Discretion**  
~ Any changes will be made with clear communication to students ~