**HDFS 272: Human Services Practicum**

**CRN 27557 W 3-3:50 pm;**

**Zoom:** [**https://linnbenton.zoom.us/j/96867983483**](https://linnbenton.zoom.us/j/96867983483)

**Fall 2020**

**Instructor:** Elizabeth Pearce

**Classroom:**  [HDFS 272 Zoom Classroom](https://linnbenton.zoom.us/j/97318298176) Meeting ID **96867983483**

**Phone:**Cell phone number will be given in the seminar for emergencies.

**E-mail:** [liz.pearce@linnbenton.edu](mailto:liz.pearce@linnbenton.edu)

**Office Hours:**Check [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751) or [Calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI) to make an appointment to take place via Zoom.

**Division Support:** Susie Plowhead; [plowhes@linnbenton.edu](mailto:plowhes@linnbenton.edu)

**Course Description:**

Field experience to learn, primarily through observation, how to apply human service intervention strategies and skills to helping individuals and families served by professional agencies and organizations. Supervision by agency and instructor. Requires 90 hours of work on-site. Supplementary seminar, readings, and reports. Graded P/N. This course may be repeated at OSU for up to eight credits.

**Course Learning Outcomes:**

Upon successful completion of HDFS 272 the student will:

1. Integrate and reflect on classroom learning with field experience.
2. Summarize work experience and growth as a helping professional.
3. Evaluate and report on workplace competencies and skills as defined by the National Organization of Human Services.
4. Describe the dynamics of power, privilege, and interculturalism in one's own experience.

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**Class Structure**

**Attendance:**You are required to complete 90 contact hours in the field and participate in all weekly seminars (10) on the LBCC campus. MIssing any seminar time may result in a failing grade in this class. The mentor who will be guiding you through this experience expects you at the field site during the times that you have committed to be there. If an emergency occurs and you cannot fulfill your obligation, please contact the mentor well ahead of time and arrange to “make up” the hours you miss. If you must be absent, it is expected that you will call your mentor in advance. Failure to do so may result in a failing grade for this class.

*Please note that the 90 hours of contact time on site in a field site are worth 200 points towards your final grade. If you complete fewer than 90 hours on site, you will receive 0 of the 200 points possible. All hours must be completed by Friday of Week Ten.*

Class seminars cannot be made up.

## Expectations:It is expected that you will behave in a manner befitting a professional in all of your interactions. At the field site this includes learning about and following the field site dress and behavior code, setting up a good communication system with your mentor, signing in each day you visit the field site, and notifying the mentor in case of an absence. *Take the initiative to be informed.*

In the college classroom and the online environment this includes using language that befits a future professional. As soon as you identify yourself as a future human services professional, you become a role model. **Practice “role model” behavior** in the electronic college classroom as well as in the field site and the community. Learn how to ask clarifying questions and be a coach for your classmates.

**It is expected that you communicate by speaking and in writing.** In the college classroom, we spend time discussing and debating current issues. These issues are complex and multifaceted. When you listen thoughtfully it is quite probable that your perspective will shift and change. Be open to new points of view. Share your own perspective, even if this is challenging for you. It’s an important way to contribute. Your weekly reflections are an ideal place to share your thinking with the Instructor.

**Moodle:** This is a face-to-face ZOOM class taught with Web enhancement. You are expected to access Moodle at least once a week. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and enter it directly from your home computer. You will upload your assignments (reflections and hours tally) in Moodle. Seminar rubrics and LPETs will be turned in as a hard copy.

**Required Text and Materials:**

A. Martin, Michelle. (2018). *Introduction to Human Services* (4th Ed).

B. Kabat-Zinn, Jon. (2016). *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life*

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**LBCC Center for Accessibility Resources Statement of Disability**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call (541) 917-4789.

**Course Requirements:**

1. Active professional participation at your field site. (200 points)
2. Weekly seminar participation. (200 points)
3. Weekly (8) reflections/logs. (160 points)
4. Midterm LPET submission with acceptable progress (150 points)
5. SMART goals/Calendar plan (40 points)
6. [Professional Identity](https://docs.google.com/document/d/1-Bd7pqweGNNAcUXdobaGmxfQi9x4XDTA7-qxfkKCk7A/edit?usp=sharing) (final reflection) submission (100 points)
7. Final LPET submission with acceptable progress (150 points)

**Evaluation Totals**

Field Site 200

Seminars 200

Reflections 160

SMART goals/Calendar 40

Midterm LPET 150

Professional Identity Reflection 100

Final LPET 150

**Total                                                  1000 points**

The course is graded P/NP. You must complete all 90 hours, all seminars, submit all written work, and submit both LPETs with acceptable progress in order to pass the course. Failure to meet **any one** of these requirements will result in a NP/F grade.

**Instructor’s Notes**

It is my purpose to help you understand the concepts in this class as deeply and broadly as possible.  I want you to retain these concepts in your long-term memory, as opposed to your short-term or working memory.  The assignments are intended to help you make personal and professional connections to the course content.  Making these kinds of connections is more challenging than merely reading, listening and memorizing content. **It requires deeper thinking, interaction with course materials and your peers; and will result in lasting changes in your thinking and behaviors.**

**Late Work:** This class is modeled after a professional environment. You must keep up to date in your hours and LPET submissions. In order for reflections to be meaningful, this must be a regular weekly practice. Do not get behind in your practicum hours or in your reflective practice.

*Note:  I do not accept emailed assignments. To submit electronically, you must use Moodle.*

**Campus Resources**

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Center, and Family Connections, are available to you as a student. They are described on the LBCC website.

**Tools for Success**

* Schedule time for your reading and work related to this class (about three hours per week). Read.
* Come to class every day prepared to question, think, and discuss your experiences.

**The Instructor reserves the right to make changes to this course schedule.  Changes will be announced in class and on Moodle. Check the live link for the updated version.**

**HDFS 272 Fall 2020 Schedule**

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| **Week** | **Big Ideas** | **Readings/Viewings due Wednesdays**  **(All readings in the *Mindfulness for Beginners* unless otherwise noted)** | **Every Week** | **Written Work Due** |
| **1**  ***28 SEPT - 4 OCT*** | First Days; Focus; Significance and Reflective Thinking | Ch. 3,  *Introduction to Human Services,* Professional Ethics and Values, Martin; view  [Why Mindfulness is a Superpower](https://www.youtube.com/watch?v=w6T02g5hnT4&list=PL7Ov_8ABbHnMJzuCb_mERFd6ifvE0zMfJ&index=2); read the online article [What is Workplace Culture?](https://www.yourerc.com/blog/post/Workplace-Culture-What-it-Is-Why-it-Matters-How-to-Define-It.aspx) | **Seminar Rubrics** are due during seminar time each week.  **Reflections** are due weekly, Mondays by midnight weeks two through nine. [Here is a link to the folder containing instructions and samples.](https://drive.google.com/drive/folders/1vZG3-rqEZ0BLSyNamuascMxczH62q-zO?usp=sharing)  Reflections will be word processed, double spaced in 10-12 point font, maximum 3 pages in length. Reflections are **not** summaries. Rather they are the connections, critical thinking, and questioning about your experience in your field site and how it relates to the theory and academics that you have studied.  Don’t tell me what you did; tell me how you think about it, how it connects to what you’ve read and studied and to your understanding of yourself as a professional and your future profession.  Your reflections should contain comments about your mindfulness experience(s) that week. |  |
| **2**  ***5 -11 OCT*** | Mindfulness and Wellbeing; Workplace Culture;  [How Mindfulness Empowers Us](https://www.youtube.com/watch?v=vzKryaN44ss&t=2s)  (awareness) | Read about half of Part I and online article: [What are the benefits of Mindfulness](http://www.apa.org/monitor/2012/07-08/ce-corner.aspx) |  |
| **3**  ***12-18 OCT*** | Check In: LPET; Ethics and Values;  [How Meditation can reshape our brains](https://www.youtube.com/watch?v=5mTtc3o1RQw) | Finish Part I; view [Mind the Bump; Mindfulness and how the brain works](https://www.youtube.com/watch?v=aNCB1MZDgQA&list=PL7Ov_8ABbHnMJzuCb_mERFd6ifvE0zMfJ&index=3) | SMART goals plan due Wednesday |
| **4**  ***19-25 OCT*** | Skills and Strategies you are using in your practicum | Ch.4, *Introduction to Human Services,* Skills and Intervention Strategies, Martin |  |
| **5**  ***26 OCT -1 NOV*** | Mindfulness Resource sharing: **bring a mindfulness resource to seminar** | Part II; view [All it takes is 10 mindful minutes](https://www.youtube.com/watch?v=qzR62JJCMBQ) |  |
| **6**  ***2 - 8 NOV*** | Mindfulness in the workplace | About half of Part III; read online article [Mindfulness practice reduces burnout](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776732/) | Midterm LPET due Wednesday |
| **7**  ***9 -15 NOV*** | What about my privilege? Reading check in | ~~Finish Part III~~; Read online blogs: [Aren’t systems just people?](http://www.agjohnson.us/glad/arent-systems-just-people/); [The racism of good white people](https://agjohnson.wordpress.com/2015/12/02/the-racism-of-good-white-people/); [What is a ‘system of privilege’?](http://www.agjohnson.us/glad/what-is-a-system-of-privilege/)  and this article: [Teacher: A student told me I ‘couldn’t understand because I was a white lady.’ Here’s what I did then.](https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/24/teacher-a-student-told-me-i-couldnt-understand-because-i-was-a-white-lady-heres-what-i-did-then/)  **Reading Choice**: In the [Justice chapter](https://openoregon.pressbooks.pub/families/chapter/authors-note-and-questions/) choose one reading, either The Intersectionality of Justice **OR** Treatment, Jail, or Justice? **OR** Real Laws, Real Families. |  |
| ***8***  ***16-22 NOV*** | Looking Ahead | Part III; and read [Social Work: 21st Century Law Degree](https://www.insidehighered.com/views/2016/02/25/social-work-has-become-21st-century-law-degree-essay) | Reflection on one of the power and privilege articles |
| ***9***  ***23 -29 NOV*** | The personal and the professional: overlap and spillover | Part IV and/or V; and [How Mindfulness Empowers Us](https://www.youtube.com/watch?v=vzKryaN44ss) |  |
| ***10***  ***30 NOV-6 DEC*** | Next Steps | Review your Martin text, [the NOHS website](https://www.nationalhumanservices.org/), your SMART goals, and the five competencies in the LPET. |  | Final signed LPET dueFriday 5:00 p.m. via Moodle |
| ***11*** | Finals Week: Professional Identity Reflective Statement due |  | Professional Identity Reflective Statement due Wednesday at 3:00 p.m. |  |

Students in this course are expected to take a greater level of responsibility and self direction than they do in other courses. That extends to the professional and the student environment. Seminar time will be used for substantive discussions, not logistics and due dates. You are expected to manage those on your own and to use the Moodle forum to get clarification from the Instructor.

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### Tips:

1. Bookmark this syllabus (available in the “Assignments and Documents” folder in the first block of our Moodle class shell) so that you can easily access weekly online readings from the live links.
2. Use the “Questions and Logistics” Forum, also in the first block of the Moodle class shell, to ask and answer questions/clarifications about dates, where to find things, and logistics.
3. Remember there are **two parts** to every reflection upload:
   1. In the online text box copy and paste the following statement with the correct number of hours included:  **"Hours worked this week: \_\_\_\_\_\_\_\_\_\_\_, Cumulative Hours to date: \_\_\_\_\_\_\_\_\_\_\_\_.”**
   2. **Upload your reflection as an .pdf**
4. Start your final professional identity reflective statement **now.**  Jot down notes as they occur to you.
   1. What do you notice about yourself and how you fit in with your placement setting?
   2. Which competencies are more challenging to achieve?
   3. Where do you experience the feeling of “great fit”?
   4. Refer to the NOHS website to reflect upon how your experiences fit in with what you find there.
   5. What are you wondering about in your first few weeks of the practicum? Being able to look back on your early thoughts and questions will help you to write a more detailed reflective statement with perspective.
   6. What have you learned about yourself as a future professional?
5. Get phone numbers right away. Put both your mentor’s phone number and Liz’s cell number (541 908 3130) into your mobile phone so that you have them handy in an urgent situation.
6. Keep up to date with your records, including your hours log that must be signed by your mentor.
7. Keep yourself open to learning. This is, above all, an opportunity to learn and grow.
8. Practice, practice, practice. Ask when you don’t know. Find out the best way to connect with your mentor (does s/he prefer face to face questions, email, or telephone?) Stretch yourself. Be brave. Ask Liz and your mentor for advice. Use your peers for support. Communication is key.