SSCI 193V/293V:
1-4 CREDIT HOURS
Sat. 9am-12pm (tentative) Palanakila 225

INSTRUCTOR: Fatisha Herbic, MACL
OFFICE: Na'auao 111
OFFICE HOURS: MWF: 11:30a-12:30. TR: 4:30p-5:30p, S. by appt.
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
EMAIL: fatishaa@hawaii.edu (preferred; often same day reply)
EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

193V
A work-study course providing opportunities to reinforce skills learned in the Social Science areas and to apply those skills in actual job situations. Repeatable up to 6 credits. 6 credits applicable toward A.A. degree. No more than 12 credits, in any combination of Independent Study or Cooperative Education, may apply to the degree requirements.

293V
A work-study course providing opportunities to upgrade and diversify knowledge and skills learned in the behavioral and social sciences, and to apply these in job situations. (Practicum)

PREREQUISITES:
SSCI 193V: 12-16 hours general curricula.
SSCI 293V: SSCI 193V
A volunteer/work site is required to complete this course. Assistance is available to locate a site.

These courses are regarded as service-learning option courses. Those individuals that wish to be placed in or already work in a community volunteer position will have the option to elect to receive service learning credit.

RECOMMENDATIONS:
Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, a student will
1. Integrate the foundations of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions;
2. Discuss the dynamics and multiple causes of interpersonal, family, and organizational dysfunction;
3. Utilize a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings; and
4. Apply the basic knowledge and practice of counseling and problem solving skills.
COURSE CONTENT

Concepts or Topics

- Ethics
- Egan’s Model of Helping
- Interpersonal Relationships
- Organizational Structures
- Leadership
- Communication
- Self-understanding
- Working in a profession

Skills or Competencies

1. Responsibility & Confidentiality
2. How to be a Skilled Helper
3. Relational problem solving in the workplace
4. To avoid organizational dysfunction
5. Characteristics of Effective Leaders
6. Active Listening and articulation
7. Cultural relativity and countertransference
8. Skills in individual sites

COURSE TASKS

A. PARTICIPATION / ATTENDENCE: (20%, 200 points of total grade):
Each student will be expected to participate in discussion and activities each meeting. Activities are designed to complement information in the text and readings, support your work efforts, and to assist you in applying learned skills in your work environment. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute to the interactive learning that is an important part of every class. To receive credit for participation, each student will need to attend. There will be no extra credit available for this class.

B. LEARNING GOALS (5%, 50 points of total grade):
Using the Individual Learning Outcomes Agreement form, the student will develop personal goals for self-improvement. This form must be completed, signed by the supervisor, and turned in by the third week of the semester.

C. DAILY WORK LOG (5%, 50 points of total grade):
A daily log of the date, time, hours, and brief description of activities performed should be maintained. During the semester, you are required to work 75 hours per credit at your approved work site(s), less 20 hours counted towards class and conferences. EX: 3 credits = (75 x 3) – 20 = 205 hours required at the work site

D. JOURNAL: (20pts x 15wks = 30%, 300 points of total grade):
A reflective journal is to be kept and written in at least once a week. You should record and describe important events, challenging situations, insights gained, and questions you intend to follow up on. The final entry should be a reflection on the entire semester. [rubric available]

E. LAULIMA DISCUSSION BOARD: (15%, 150 points of total grade):
Each week you are required to post on the discussion board in Laulima. Each week there will be a different discussion question to answer. Additionally, in between class sessions, you are encouraged to share your experiences, seek support, and offer encouragement and advise to others in need of support.
F. WORK-SITE VISIT: (5%, 50 points of total grade):
You must arrange for the instructor to observe you a minimum of one visit to one site. The purpose of this visit is to verify your worksite, assess the congruence between the journal, learning goals, and actual performance, and gain a better sense of your specific work situation. The visit should occur around the midterm. If you’d like a follow-up visit toward the end of the semester, please let the instructor know.

G. SUPERVISOR EVALUATIONS: (2x 25pts each = 5%, 50 points of total grade):
A reflective journal is to be kept and written in at least once a week. You should record and describe important events, challenging situations, insights gained, and questions you intend to follow up on. The final entry should be a reflection on the entire semester. [rubric available]

H. FINAL REFLECTION PAPER: (10%, 100 points of total grade):
At the end of the semester, you must complete a 2-3 page paper reflecting on your practicum education for the semester; this should include site experience and classroom education/support. What did you learn on site? What did you learn in class? How did class discussion aid in the recognition of concepts and learning materials in the workplace? Did you achieve your course and individual outcomes? To what extent did you achieve and demonstrate your individual learning outcomes? How do you hope to apply what you learned, in class, on site, or through your learning goals, in the future?

I. CLASS PRESENTATION OF WORK-SITE: (5%, 50 points of total grade):
To help other students learn about other institutions, each student is required to provide the class with a short 10-minute presentation of his/her work site. In addition to conveying general information about your site, talk about your learning goals and what you learned and improved. The format of the presentation is up to you. Handouts and artifacts are required.

**ASSESSMENT TASKS AND GRADING**

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Pts</th>
<th>Grade Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>= 200 pts</td>
<td>900 - 1000 points     = A</td>
</tr>
<tr>
<td>Learning Goals</td>
<td>= 50 pts</td>
<td>800-899 points        = B</td>
</tr>
<tr>
<td>Daily Work Log</td>
<td>= 50 pts</td>
<td>700-799 point         = C</td>
</tr>
<tr>
<td>Journal</td>
<td>= 300 pts</td>
<td>600 - 699 points      = D</td>
</tr>
<tr>
<td>Laulima Discussion Board</td>
<td>= 150 pts</td>
<td>&lt;600 points           = F or N</td>
</tr>
<tr>
<td>Work-site Visit</td>
<td>= 50 pts</td>
<td></td>
</tr>
<tr>
<td>Supervisor Evaluations</td>
<td>= 50 pts</td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>= 100 pts</td>
<td></td>
</tr>
<tr>
<td>Class Presentation of Work-site</td>
<td>= 50 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 1000 pts</td>
<td></td>
</tr>
</tbody>
</table>
LEARNING RESOURCES

Required Text:

Recommended Reading Resources:
Study Guide/Skills Workbook to accompany Egan Text.

Campus Resources:
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities (see attached flyer).

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online Database can be accessed through the Library Website:
http://library.wcc.hawaii.edu

Additional Information

MODE OF INSTRUCTION*
On-site experience, lectures, assigned readings, videos, worksheets, discussions, collaborative workshops, brief presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in helping others and understanding the workplace will be covered. Not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

DISABILITIES ACCOMMODATION STATEMENT
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7454, lemke@hawaii.edu, or you may stop by Hale ‘i‘ōkoakoa 213 for more information. Please see attached flyer for additional information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.