SSCI 193/293V: COOPERATIVE EDUCATION
1-4 CREDIT HOURS
Fall 2014: ONLINE

INSTRUCTOR: Frank Palacat
OFFICE: Na`uaao 123
OFFICE HOURS: MW 11:30am – 12:30pm; TR 9:00am – 10:00am
TELEPHONE: (808) 236-9209
EMAIL: palacatf@hawaii.edu

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION
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.

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 help locate a site; however, it is the primary responsibility of the student to acquire 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. More information on Service Learning will be provided at the first on-campus class meeting.

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. **PRACTICUM SERVICE HOURS (10% , 100 points):**

During the semester, you are required to complete 75 hours *per credit* at your approved work/volunteer site(s), less a maximum of 6.67 hours per credit counted towards class and 6.67 hours per credit counted towards facility tours.

EX: 3 credits = (75 x 3) – 40 = **185 hours required at the designated work site(s)**. If you are unable to complete the full 75 hours per credit at your worksite, you will receive a “N” grade (no-credit) for the course.

NOTE: When registering for this course, credits default to (1) credit. You must log back in and change your credit options to the desired number of credits. If the semester has already begun, you may change/increase your credits through the registrar’s office before the add/drop period ends.

B. **IN-CLASS/ON-CAMPUS PARTICIPATION / ATTENDENCE (10%, 100 points):**

Although this course will be primarily online, this course **REQUIRES** you to meet **ON-CAMPUS. THESE MEETINGS ARE REQUIRED.** If for any reason you are unable to attend these meetings, it is the student’s responsibility to pick up or submit any required course materials from these meetings.

1. **1st Meeting: via appointment**
   1) Hand out necessary course material packets (forms, waivers, etc.),
   2) Complete a necessary knowledge survey required for the 2014 College Assessment of this course,
   3) Get contact information,
   4) Approve your worksite,
   5) Meet your classmates face-to-face, as a large portion of your online communication is to support one another (meeting aids in comfort level and encourages later sharing),
   6) Help you brainstorm sites if you do not already have one, and
   7) Help others brainstorm sites.

You may count these hours toward fulfillment of your required practicum hours.

Future Meetings: TBD

These meetings will be used to discuss any problems or issues that you may experience at your sites. You will also conduct your presentations during one of these meeting times.
C. **ONLINE PARTICIPATION and JOURNAL PROJECT (60%, 600 points):**

This project should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of human-service and helping theories through meaningful and personal experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete required postings.

Each student will be expected to participate in multiple chapter posting activities each week. 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 through reading and processing, and then sharing the work product or information in online class forums. It is important to **plan ahead** to make certain you complete the work required to be done outside of class forums so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities with weekly deadlines, 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 submit a post and a reply to each chapter, to contribute to the interactive learning that is an important part of every course. To receive credit for participation, each student will need to participate, on time. There will be no extra credit available for this class.

a. **Learning Goals and Desired Outcomes and Experience (5%, 50 pts):**
   Using the Individual Learning Outcomes Agreement form, the student will develop personal goals for self-improvement. List your Desired Outcomes and Experience online.

b. **Daily Work Log (required to show hours):**
   A daily log of the date, time, hours, & brief description of activities performed must be maintained. This will be submitted once a week.

c. **Supervisor Evaluations (10%, 100pts):**
   Supervisor evaluations are essential to the growth process. Without encouragement for the things we are doing well, and most importantly constructive feedback in those areas with the potential for improvement, there can rarely be growth. Please accept constructive feedback as organizational affection, otherwise—in the absence of feedback, there must be indifference.

   Fill in your Personal Learning Goals in “Competency” 9, 10, and 11, have your supervisor fill out the evaluation form and discuss the evaluation with you, then both you and your supervisor must sign the form before you turn it in to me. These must be completed, signed, and included in your journal project folder for presentation to your instructor at the last class meeting.

d. **Final Reflection Paper (10%, 100pts):**
   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?
c. **Journal Log (10pts x 15 posts = 15%, 150 pts of total grade):**
   For **EACH ASSIGNED WEEKLY CHAPTER:** Read the assigned chapter in full. Write a MINIMUM 400 word blog post: Your post should demonstrate your understanding of any select term(s), theory(s), or concept(s) of your choice & apply it/them to real life by completing the following criteria:
   1) Describe it technically, according to your text (very brief);
   2) Describe it personally, from the perspective of an experience within your own growth/development at your worksite that week;

f. **Participation Comment Postings (5pts x 30 posts = 15%, 150 pts of total grade):**
   For **EACH ASSIGNED WEEKLY CHAPTER:** Read the chapter's posts from your classmates and provide constructive, intellectual, and insightful feedback to at least two of the original posts in MINIMUM 100 word replies.

D. **FACILITY TOUR, AND PRESENTATION (20%, 200 points):**
   To help other students learn about other institutions and to learn through your personal experience, each student will be expected to attend and participate in one (1) off-campus facility tour or visit of any behavioral-health-service related program on the island.

   Describe your perspective of the facility/program tour, the value of the facility/program to the human service field, what services you learned they provide, how one would qualify for services at this facility/program, insights gained, and questions you intend to follow up on.

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**ASSESSMENT TASKS AND GRADING**

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<thead>
<tr>
<th>Task</th>
<th>Possible Pts</th>
<th>Grade Criterion</th>
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</thead>
<tbody>
<tr>
<td>Practicum Service Hours</td>
<td>= 100 pts</td>
<td>900 - 1000 points = A</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>= 200 pts</td>
<td>800-899 points = B</td>
</tr>
<tr>
<td>Online Participation/ Journal</td>
<td>= 600 pts</td>
<td>700-799 point = C</td>
</tr>
<tr>
<td>Facility Tours and Reflections</td>
<td>= 200 pts</td>
<td>600 - 699 points = D</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 1000 pts</td>
<td>&lt;600 points = F</td>
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<tr>
<td></td>
<td></td>
<td>Incomplete hrs. = N</td>
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**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](http://library.wcc.hawaii.edu)
**MODE OF INSTRUCTION**

Two (2) on-campus meetings, Online discussions, off-campus facility tours, assigned readings, worksheets, discussions, brief presentations, participation, community field observations, 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 235-7448, lemke@hawaii.edu, or you may stop by Hale `Åkoakoa 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 insure 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.

**SERVICE LEARNING COMPONENT**

This course provides a Service Learning Option. The student may volunteer a minimum of 20 hours within the community. **It is the student’s responsibility to acquire a site. To receive Service Learning Credit and a certificate, it is the student’s responsibility to submit all required Service Learning materials directly to the Service learning office on campus.** Additional information can be found at Hale Na’auao 132; Ofc: (808) 236-9230; wccserve@hawaii.edu; http://windward.hawaii.edu/Service-Learning/index.php

If a student chooses the Service Learning option, that student must notify the instructor by the end of the third week in the semester; this is to ensure the student has enough time to secure a work site and fulfill volunteer and academic requirements. Additionally, the student must immediately provide to the instructor copies of: (These forms can be obtained at the Service Learning Office)

- The **Student Project Proposal Form**
- The **Assumption of Risk, Release, and Waiver Form**

In the “Final Reflection” portfolio project towards the end of the semester, the student must provide:

- Copy of the **time sheet** indicating days and times of Service Learning Service, signed by the student’s site supervisor
- Copy of the **Site Supervisor Evaluation Form** from Service Learning office requirements
- Site Journal: For each day at the volunteer site, write a brief (2-3 sentences) journal entry describing tasks, people or places encountered, activities engaged in.
- A final impact paper describing the volunteer experience and how the student was able to recognize and/or apply concepts learned in the classroom.
  - Minimum 2 pages, 1 inch margins, times new roman font