

Week-by-Week Course Mapping Template

Course number, department code, and course title HDFS 272

Instructor Name/Institution: Elizabeth Pearce/LBCC

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.

Expected course size : 4 -10 students

Course Textbook: [Human Services Practicum: An Equity Lens \(2024\)](#) and The Four Agreements: A Toltec Wisdom Book (1997)

Course Learning Outcomes:

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

Week	Module-Level Learning Objectives	Assignments or Assessments	Formative Feedback	Learning Activities	Lecture Topics, Readings, and/or Other Resources
	Students will be able to do these <i>specific things</i> which link to bigger course-level learning objectives	Students will express or demonstrate their learning in these ways...	Students will get formative feedback on their efforts via...(ex: rubrics, quiz answer explanations, global video announcements, walkthroughs of sample student work, 1:1 conferences)	Students will do these activities to interact with other students, course content, and the instructor...	Students will complete these readings and/or access these videos and course materials.

1	<p>1. Define what an equity lens means in your fieldwork.</p>	<ul style="list-style-type: none"> • Learning Plan (if not already completed) • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes • Monday: Pre-Class Questionnaire and Road Check. 	<ul style="list-style-type: none"> • Learning Plan • Pre-class questionnaire • In-class Road Check 	<ul style="list-style-type: none"> • Sunday: Set up a notebook, journal, or digital log to record your notes and thoughts related to readings, seminars, and practicum experiences. Share your system with classmates during the first class session; pre-class questionnaire. • On-site assignment: describe your experiences in obtaining your practicum and completing tasks to date. How does it compare to other jobs or volunteer experiences so far? 	<ul style="list-style-type: none"> • Syllabus • Chapter 1: Preparing for your Internship from <i>Human Services Practicum: An Equity Lens</i>; and • Assertiveness Guide
2	<ol style="list-style-type: none"> 1. Identify strategies that will help you get the most out of your internship. 2. Determine the ethical standards will most help you maintain an equity focus in your internship. 3. Identify a “growing edge” for yourself. 4. Identify kinds of self-care that are important to you. 5. Describe additional self-care strategies that 	<ul style="list-style-type: none"> • Sunday: Pre-Class Questionnaire • Monday: Road Check, SMART Goal and Calendar due. 	<ul style="list-style-type: none"> • In-class Road Check • SMART Goal feedback • Pre-Class Questionnaire 	<ul style="list-style-type: none"> • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes • On-site assignment: Interview your supervisor and one other agency employee 	<ul style="list-style-type: none"> • Chapter 2: Your Role as an Intern from <i>Human Services Practicum: An Equity Lens</i> • Ethical Standards for HS Professionals

	you might need to adopt while you work in a human services setting.			to find out what self-care strategies they use. (This can be brief--e.g. 5-10 minute conversation)	
3	<ol style="list-style-type: none"> 1. Explain how being impeccable with your word relates to your personal life, internship, and school work life. 2. Explain how being impeccable with your word relates to assertiveness. 3. Identify three-five key words in the mission of your organization. 4. Explain how these words relate to the work being done there. 5. Identify some examples of the organizational culture where you are working. 6. Describe how the culture communicates (or not) inclusion. 	<ul style="list-style-type: none"> • Sunday: Pre-Class Questionnaire • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes • Monday: Road Check and Reflection 1; Bullet Journal Check 	<ul style="list-style-type: none"> • Pre-class questionnaire • In-class Road Check • Instructor response to Reflection 1 	<ul style="list-style-type: none"> • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes • On-site assignment: What have you observed about organizational culture at your site? For example: <ul style="list-style-type: none"> o dress expectations o how staff members address one another o unspoken expectations o what's on the walls? o what information is on people's ZOOM identifiers? 	<ul style="list-style-type: none"> • Chapter 3: Getting to Know the Agency from <i>Human Services Practicum: An Equity Lens</i>; and • Chapters 1 and 2 Domestication and the Dream of the Planet and The First Agreement (pp.1-46) from <i>The Four Agreements</i>. <p>Recommended resources:</p> <ul style="list-style-type: none"> • What is Organizational Culture? And Why Should we Care? in Harvard Business Review • Organizational Culture in Wikipedia especially Edgar Schien, Gerry Johnson, and Charles Handy

4	<ol style="list-style-type: none"> 1. Explain how not taking anything personally relates to your internship, your school and work life, and your personal life. 2. Assess your progress in your learning plan, identifying where you need to focus. 3. Describe your approach your mid-term assessment with your supervisor. 4. Apply the main themes from Working Across Difference/Human Services Internship text and the Social Work and Society readings to human services work. 	<ul style="list-style-type: none"> • Sunday: Pre-Class Questionnaire • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes • Monday: Road Check and Reflection 2 	<ul style="list-style-type: none"> • Pre-class questionnaire • In-class Road Check • Instructor response to Reflection 2 	<p>Sunday: Pre-Class Questionnaire</p> <p>On-site assignment:</p> <ol style="list-style-type: none"> 1. Review your learning plan in preparation for next week's assessment. Is there anything on it that you don't understand or want to know more about before next week? Consider your approach to the assessment. 2. Learn about the history of the agency where you work. Use the website, agency documents, or ask. 	<ul style="list-style-type: none"> • Chapter 4: Working Across Difference from <i>Human Services Practicum: An Equity Lens</i> • Chapter 3: The Second Agreement (pp. 47-62) <i>The Four Agreements</i>; and • Discrimination in the US Today through White Privilege excerpt (scroll about 1/3 down page to start reading) from <i>Social Work and Society</i>.
5	<ol style="list-style-type: none"> 1. Describe connections between mindfulness and the second agreement (don't take things personally). 2. Explain how you or your organization could use 	<ul style="list-style-type: none"> • Sunday: Pre-Class Questionnaire • Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes 	<ul style="list-style-type: none"> • Pre-class questionnaire • In-class Road Check • Instructor response to Reflection 3 	<p>Practice the Mindful Minute at least once a day for a week (start today if you have not already.)</p> <p>On-site assignments:</p> <ol style="list-style-type: none"> 1. Complete learning plan assessment with supervisor. 2. Interview your 	<ul style="list-style-type: none"> • Chapter 5: Reviewing your Experience and Planning Ahead from <i>Human Services Practicum: An Equity Lens</i> • What are the benefits of mindfulness from the American Psychological Association • Mindful Minute

	<p>mindfulness for working with clients.</p> <ol style="list-style-type: none"> Describe has been most rewarding about your internship experience. Identify an experience you have yet to have. Discuss how documentation practices at your site interact with equity, diversity, and inclusion. 	<ul style="list-style-type: none"> Monday: Road Check and Reflection 3 		<p>supervisor or another employee about what kinds of self-care and/or mindfulness practices are recommended or used with clients (This can be brief--e.g. 5-10 minute conversation)</p>	<p>Watch four short videos:</p> <ul style="list-style-type: none"> Why Mindfulness is a Superpower, Mind the Bump: Mindfulness and how the mind works, How Mindfulness Empowers Us and How Meditation can reshape our brains
6	<ol style="list-style-type: none"> Define assumptions. Analyze how assumptions are harmful and helpful. Explain what it means to you to move out of your comfort zone. Discuss an example of what it looks like for you to move out of your comfort zone. Describe the importance of leaving one's comfort zone, especially when you have a role with more power than other roles. Define intersectionality and its relationship to power. 	<ul style="list-style-type: none"> Sunday: Pre-Class Questionnaire Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes Monday: Mid-term Learning Plan Assessment, Road Check and Reflection 4 <p><i>Note: reshare your google doc version of the Learning Plan with Liz; then write</i></p>	<ul style="list-style-type: none"> Pre-class questionnaire In-class Road Check Instructor response to Reflection 4 	<ul style="list-style-type: none"> On-site assignment: Discuss supervision with your supervisor. Find out: <ul style="list-style-type: none"> What is the supervision protocol? Are there formal evaluations, and how does that differ from on-going supervisor: employee interactions? Are there forms that are used for evaluation? 	<ul style="list-style-type: none"> Chapter 6: Getting the Most out of Supervision from <i>Human Services Practicum: An Equity Lens</i> Chapter 4 (pp. 63-74) <i>The Third Agreement</i> from <i>The Four Agreements</i> <p>Watch two short videos (with same name):</p> <ul style="list-style-type: none"> What is Intersectionality? and What is Intersectionality? <p>Recommended: Kids Explain Intersectionality</p>

	7. Discuss challenges in your setting this term.	<i>"submitted" in the Moodle assignment block</i>			
7	<ol style="list-style-type: none"> 1. Identify the ethical standards most related to equity, diversity, and inclusion. 2. Considering your own social identities, discuss challenges you could face related to equity, diversity, and inclusion while working with clients or other staff. 3. Describe ethical challenges you see staff navigating, or have navigated yourself, at your placement site. 4. Analyze implications for staff and clients based on available funding at your organization. 	<ul style="list-style-type: none"> ● Sunday: Pre-Class Questionnaire ● Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes ● Monday: Road Check and Reflection 5 	<ul style="list-style-type: none"> ● Pre-class questionnaire ● In-class Road Check ● Instructor response to Reflection 5 	<ul style="list-style-type: none"> ● On-site assignment: <ul style="list-style-type: none"> ○ Find a basic breakdown of funding for your organization (e.g. what % paid by donations, by public money, by grant funds, fundraisers, etc.) If you are able to bring a more detailed budget that would be terrific! ○ Find out what % of the budget is spent on personnel, versus supplies and materials, insurance, travel, or other costs. 	<ul style="list-style-type: none"> ● Chapter 7: Considering Equity and Ethical Issues from <i>Human Services Practicum: An Equity Lens</i> ● Chapter 5 (pp. 75-92) The Fourth Agreement from The Four Agreements

8	<ol style="list-style-type: none"> 1. Explain the experiences you still want to have to help you feel well rounded as a service provider. 2. As you consider bias, intersectionality, and dominant cultures, examine how society looks at your clients and how they have been treated over time (e.g. past and current practices) in the United States. 	<ul style="list-style-type: none"> ● Sunday: Pre-Class Questionnaire ● Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes ● Monday: Road Check and Reflection 6 	<ul style="list-style-type: none"> ● Pre-class questionnaire ● In-class Road Check ● Instructor response to Reflection 6 	<ul style="list-style-type: none"> ● On-site assignment: Scan your setting considering the social identity wheel and intersectionality. <ul style="list-style-type: none"> ○ Where do the workers, management, and clients fall (from what you know) in terms of identities? ○ How do these identities either reinforce or change the dominant culture/systems? 	<ul style="list-style-type: none"> ● Chapter 8: Developing Competence and Confidence from <i>Human Services Practicum: An Equity Lens</i> ● Emotional Labor and Women of Color in the Workplace: A Reality Check <p>Listen to:</p> <ul style="list-style-type: none"> ● Decolonization, Explained for Social Work (53 min) <p>Recommended: How to Tame a Wild Tongue by Gloria Anzaldúa</p>
9	<ol style="list-style-type: none"> 1. Determine the self-care activities that you will implement as you move into saying good-bye to your site, preparing for time off and possibly for holidays, and taking finals at the same time. 2. Explain your biggest take-aways from your practicum experience. 3. Describe what you have learned about yourself, what you have learned about the human services field, what you have learned about your specific practicum site, and 	<ul style="list-style-type: none"> ● Sunday: Pre-Class Questionnaire ● Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes ● Monday: Road Check and additional reflections due as per Instructor direction 	<ul style="list-style-type: none"> ● Pre-class questionnaire ● In-class Road Check ● Instructor response to additional Reflections 	<ul style="list-style-type: none"> ● On-site assignment: Discuss with your supervisor how staff negotiate being “late” with a task. What are the consequences for being late? 	<ul style="list-style-type: none"> ● Chapter 9: Preparing for Termination and Evaluation from <i>Human Services Practicum: An Equity Lens</i> ● Aren’t systems just people? ● What is a ‘system of privilege’? ● The racism of good white people <p>Listen to:</p> <ul style="list-style-type: none"> ● White Supremacy at Work (49 min) <p>Recommended: Should Writers use They Own English? by Vershawn Ashanti Young; and Chapters 6 & 7: Breaking Old Agreements and The New Dream from <i>The Four Agreements</i>.</p>

	<p>what you have learned about the people you have served.</p> <p>4. Explain how systems of privilege relate to individual people.</p> <p>5. Describe what Johnson means about “the racism of good white people.”</p> <p>6. Explain what it means to “decolonize” something.</p>				
10	<ol style="list-style-type: none"> 1. Examine what you wish you had known, or done, earlier in your practicum. 2. Explain advice you have for future practicum students. 3. Discuss what you learned from your Smart Goal. 4. Analyze the ways your own actions influenced your learning this term. 5. Identify what you would do differently in the future. 6. Determine what you will look for in future internship/work settings. Consider concrete characteristics such as size, location, kinds of service. Also consider more abstract concepts such as organizational culture, 	<ul style="list-style-type: none"> ● Sunday: Pre-Class Questionnaire ● Bullet Journal: reading notes, your thinking about the essential questions, ideas, and on-site assignment notes ● Monday: Road Check and Smart Goal Assessment 	<ul style="list-style-type: none"> ● Pre-class questionnaire ● In-class Road Check 		<ul style="list-style-type: none"> ● Chapter 10: Taking the Next Step from <i>Human Services Practicum: An Equity Lens</i> ● Review all course readings from this class and related classes, the NOHS website, your SMART goals, and the competencies in the Learning Plan.

	<p>values, mission, equity, diversity, and inclusion.</p> <p>7. Looking back at the readings and viewings related to implicit bias, equity, diversity, inclusion, racism, emotional labor and related topics, discuss the reading that was most meaningful to you and how it supported your growth in this area.</p>				
F		<ul style="list-style-type: none"> Professional Identity Reflective Statement due Monday at midnight. Learning Plan Evaluation and hours log due Monday midnight. 			

Weeks analyzed by subject domain:

Week	Who am I as a professional?	Technical skills and institutional knowledge	Analysis of power, privilege, authority, and history within context of practicum site	Action Word	Assignment
1	<p>What opportunities and experiences do you want out of your internship/practicum? (right now and for the future)</p> <p>Where do you fit on the assertiveness guide?</p>	<p>How is this experience a unique opportunity to “use theory to inform practice”?</p>	<p>What does it mean to use an equity lens in your fieldwork?</p>	<p>Identify, describe</p>	<p>On-site assignment: describe your experiences in obtaining your practicum and completing tasks to date. How does it compare to other jobs or volunteer experiences so far?</p>

Week	Who am I as a professional?	Technical skills and institutional knowledge	Analysis of power, privilege, authority, and history within context of practicum site	Action Word	Assignment
2	What kinds of self-care are important to you? What additional strategies might you need to adopt while you work in a human services setting?	What strategies can you identify that will help you get the most out of your internship?	As you familiarize yourself with the ethical standards, which standards will most help you maintain an equity focus in your internship? What “growing edge” can you identify for yourself?	Identify, describe	On-site assignment: Interview your supervisor and one other agency employee to find out what self-care strategies they use. (This can be brief--e.g. 10-15 minute conversation)
3	How does being impeccable with your word relate to your personal life? Your internship? Your school work life? How is it related to being assertive?	What is the mission and/or vision of the organization? Identify three-five key words in the mission. How does it relate to the work being done there?	What are some examples of the organizational culture where you are working? How does the culture communicate (or not) inclusion?	Apply, analyze	On-site assignment: What have you observed about organizational culture at your site? For example: -dress expectations -how staff members address one another -unspoken expectations -what’s on the walls? -what information is on people’s ZOOM identifiers?
4	How does not taking anything personally relate to your internship? Your school work life? Your personal life?	Where are you progressing in your learning plan? Where do you need to focus? How will you approach your mid-term assessment with your supervisor?	What are the main themes from <i>Working Across Difference/Human Services Internship</i> text and the <i>Social Work and Society</i> readings? How can you apply them to human services work?	Apply, analyze	On-site assignments: 1. Review your learning plan in preparation for next week’s assessment. Is there anything on it that you don’t understand or want to know more about before next week? Consider your approach to the assessment. 2. Learn about the history of the agency where you work. Use the website, agency

Week	Who am I as a professional?	Technical skills and institutional knowledge	Analysis of power, privilege, authority, and history within context of practicum site	Action Word	Assignment
					documents, or ask.
5	<p>What connections do you see between mindfulness and the second agreement (don't take things personally)?</p> <ul style="list-style-type: none"> including praise, compliments, and affirmations? <p>How could/does your organization use mindfulness for working with clients?</p>	<p>Review your experience so far. What has been most rewarding? What do you still want to experience? How will you accomplish this?</p>	<p>What are the documentation practices at your practicum site? How do documentation practices interact with equity, diversity, and inclusion?</p>	<p>Describe, apply, analyze</p>	<p>On-site assignments:</p> <ol style="list-style-type: none"> Complete learning plan assessment with supervisor. Interview your supervisor or another employee about what kinds of self-care and/or mindfulness practices are recommended or used with clients (This can be brief--e.g. 5-10 minute conversation)
6	<p>What are assumptions? How are they harmful? Helpful?</p> <p>What does it mean to you to move out of your comfort zone? What does it look like (for you)? Why is it important, especially when you have a role with more power than other roles?</p>	<p>As you read the chapter on supervision,</p> <ul style="list-style-type: none"> What did you notice? How did it relate to your experience at the practicum site? 	<p>What is intersectionality and how is it related to power?</p>	<p>Identify, describe, explain, apply</p>	<p>On-site assignment: Discuss supervision with your supervisor. Find out:</p> <ul style="list-style-type: none"> What is the supervision protocol? Are there formal evaluations, and how does that differ from on-going supervisor: employee interactions? Are there forms that are used for evaluation?
7	<p>Have you been challenged in your setting this term? What does it look like?</p> <p>What does it mean to always do your</p>	<p>What ethical challenges do you see staff navigating, or have navigated yourself, at your placement site??</p>	<p>Identify the ethical standards most related to equity, diversity, and inclusion. Considering your own social identities, what</p>	<p>Identify, observe, report, analyze</p>	<p>On-site assignments:</p> <ol style="list-style-type: none"> Learn about funding for your organization (e.g. what % paid by donations, by public money, by grant funds, fundraisers, etc.) If you are

Week	Who am I as a professional?	Technical skills and institutional knowledge	Analysis of power, privilege, authority, and history within context of practicum site	Action Word	Assignment
	best?	How is your site funded? What are the implications for staff and clients based on its funding?	challenges could you face related to equity, diversity, and inclusion while working with clients or other staff?		able to bring a more detailed budget, even better. Look on the website, annual reports, ask. 2. Find out what % of the budget is spent on personnel, versus supplies and materials, insurance, travel, or other costs.
8	What experiences do you still want to have to help you feel well rounded as a service provider?	As you consider bias, intersectionality, and dominant cultures, ask yourself about how society looks at your clients? How have they been treated over time (e.g. past and current practices) in the United States?	Scan your setting considering the social identity wheel and intersectionality. Where do the workers, management, and clients fall (from what you know) in terms of identities? How do these identities either reinforce or change the dominant culture/systems?	Observe, apply, analyze	On-site assignments: 1. Scan your setting considering the social identity wheel and intersectionality. Where do the workers, management, and clients fall (from what you know) in terms of identities? 2. Identify the ways that the clients at your agency have been treated by society over time, including the ways that services have changed. Ask your supervisor, research, and read.
9	What self-care activities will you implement as you move into saying good-bye to your site, preparing for time off and possibly for holidays, and taking finals at the same time?	What are your biggest take-aways from your practicum experience? Consider what you have learned about yourself, what you have learned about the human	How are systems of privilege related to individual people? What does Johnson mean about “the racism of good white people”? What does it mean to “decolonize” something?	Analyze, reflect, synthesize	On-site assignment: Discuss with your supervisor how staff negotiate being “late” with a task. What are the consequences for being late?

Week	Who am I as a professional?	Technical skills and institutional knowledge	Analysis of power, privilege, authority, and history within context of practicum site	Action Word	Assignment
		services field, what you have learned about your specific practicum site, and what you have learned about the people you have served.			
10	<p>Looking back,</p> <ul style="list-style-type: none"> Is there anything you wish you had known, or done, earlier in your practicum? What advice do you have for future practicum students? <p>What did you learn from your Smart Goal? In what ways did your own actions influence your learning? What would you do differently in the future?</p>	As you think about the future, what will you look for in future internship/work settings? Consider concrete characteristics such as size, location, kinds of service. Also consider more abstract concepts such as organizational culture, values, mission, equity, diversity, and inclusion.	Looking back at the readings and viewings related to implicit bias, equity, diversity, inclusion, racism, emotional labor and related topics, which reading was most meaningful to you? Discuss how it supported your growth in this area.	Reflect, Synthesize	On-site assignment: TBD.

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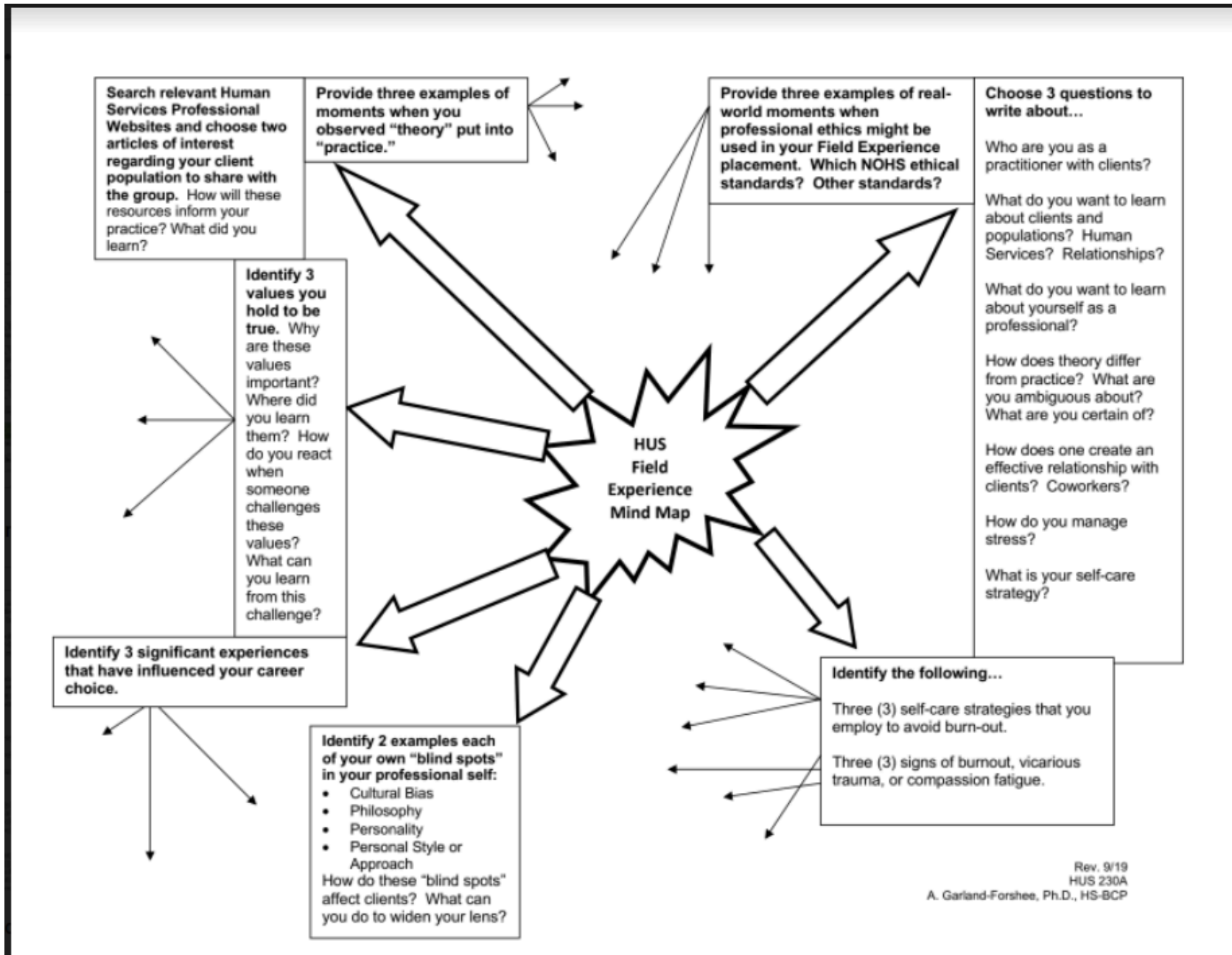


Image Description for HUS Field Experience Mind Map