

# SW-BHT-SUDC Internship

SW - 2940 001

## Course Section Information

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**Days:** Tuesday

**Time:** 1:30pm-2:20pm

**Campus:** Herriman

**Classroom:** JNPR333

**Modality:** The SLCC SUDC Program is an in-person hybrid program, which requires students to attend classes in-person one day per week. No virtual attendance is available. Students must attend classes in-person.

## Course Information

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This internship/community engaged learning is offered to social work students at the culmination of their coursework. The Social Work Internship/community engaged learning course and internship is designed to provide a more heightened learning experience with the addition of an experiential opportunity in the field of social work while simultaneously attending a weekly class/group process. This course and internship/community engaged learning course will provide the student a two-fold opportunity to gain a heightened level of skills and knowledge through class instruction/group processing as well as an extended opportunity to gain a hands-on learning experience to observe, explore and experiment with social work constructs and models.

In addition, the student will build relationships with professionals and gain confidence and experience that will enable them to secure employment in social work or qualify for the application requirements to a four-year BSW program. Lastly, the student will gain a heightened awareness of the power of “giving service” to others. This internship/community engaged learning opportunity will be the initial step towards a life-

time journey of engagement with others and/or our community. As a social worker you will learn that community engaged learning has a symbiotic relationship with social work. Community engaged learning is our mode of education and providing services.

## Course Description

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Course offered to Social Work (SW-AS), Behavioral Health Technician: CP CTE (BHT), and Substance Use Disorder Counselor: CP CTE (SUDC) students. Includes a lecture component that meets weekly, and a practicum component requiring supervised internship/work in a community agency, or other volunteer experience, as outlined in SW-AS/BHT/SUDC internship agreement. Course offered as variable credit.

Prerequisite: SW 2750 - Ethics in Social Work with a grade of "C" or better. May be taken concurrently with instructor approval.

NOTE: SW 2750 shall be waived when taken as part of the SUDC training certificate.

Semester(s): All

## Course Prerequisites/Co-requisites

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Students must complete the following prerequisite courses prior to registering for this course:

1. SW2715-Intro to Dynamics of Addiction
2. SW2910-Intro to Professional Skills for SUDC

Please Note: Prerequisites for this course may be completed concurrently for students completing the SLCC SUDC program, by approval.

## Course Note

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This course fulfills the field practicum component of the Behavioral Health Technician (BHT) certificate training with Salt Lake Community College (SLCC).

This course fulfills the NAADAC/NCC AP field practicum component of the core curriculum for the Substance Use Disorder Counselor (SUDC) Training Certification of Proficiency with Salt Lake Community College (SLCC).

## Field Education: The Signature Pedagogy of Social Work Education

Field education is considered the “signature pedagogy” in social work education, meaning that it is the central form of instruction and learning in which the profession socializes its students to become practitioners. In the field, students have the opportunity to test what they learn in the classroom and to integrate theory with practice. In accordance with NASW and NAADAC standards, field education is an integral part of the SLCC SW program’s academic curriculum, designed to reinforce students’ identification with the purposes, values, and ethics of the social work profession; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of the core competencies of generalist social work practice. The Integrated Internship Seminar is the intellectual bridge course that ties the classroom education and field work together.

## Required In-class Lecture and Assignments

To meet the one-credit (45-hour) lecture component of this course, students will 1) attend a one-hour, once per week in-person class, and 2) complete several internship-related assignments throughout the semester. Instructor may approve students to attend class virtually via livestream on an as needed basis.

## Required Community Volunteer/Work Hours

In addition to attending weekly classes and completing assignments, students will complete a variable number of volunteer/work internship hours in the community. Because this course serves as the internship course for the social work degree, the Behavioral Health Technician (BHT) and the Substance Use Disorder Counselor (SUDC) certificates, students may select the number of internship credits needed each semester.

PLEASE NOTE: Students may complete their required field practicum hours over more than one semester. It is the student’s responsibility to ensure that they have registered for

the correct number of academic credits, which should correspond to their planned number of field hours each week.

Students completing the Substance Use Disorder Counselor (SUDC) training with Salt Lake Community College are required to complete a minimum of 225 hours of addictions specific field practicum experience in the community under the direction of a licensed mental health counselor. While completing the field practicum hours, students must receive one hour of supervision with their field instructor each week. Students are required to submit their weekly time sheet to the correct assignment page once their field instructor has approved the hours.

### **Variable Internship Credit Calculations**

Students will complete 45-hours of community volunteer/work for each credit of internship taken, in addition to the required 45-hour lecture component of this course. The minimum number of internship credits per semester that can be taken is 2 (1 lecture + 1 volunteer/work = 2 credits or 90 hours), and the maximum is 6 (1 lecture + 5 volunteer/work = 6 or 270 hours).

Please reference the chart below to determine how many community volunteer/work credits to complete:

<b>Lecture Credit</b>	<b>Volunteer/Work Credits</b>	<b>Total Credits</b>
1 credit (45 hours)	1 credit (45 hours)	2 credits (90 hours)
1 credit (45 hours)	2 credits (90 hours)	3 credits (135 hours)
1 credit (45 hours)	3 credits (135 hours)	4 credits (180 hours)
1 credit (45 hours)	4 credits (180 hours)	5 credits (225 hours)
1 credit (45 hours)	5 credits (225 hours)	6 credits (270 hours)

NOTE: Please consult your academic advisor or program faculty for questions regarding the required internship hours for your specific program. As noted above, students may complete internships over the duration of more than one semester.

### **Student Community Internship Expectations**

With regard to the practice component of this course, students will be expected to do the following:

- Attend weekly supervision meetings with their supervisor.

- Consistently arrive on time for work at their practicum site.
- Be at their practicum agency at all scheduled times unless they have a legitimate emergency.
- Contact the practicum agency prior to the starting time if they must be absent (when possible).
- Practice in a professional manner consistent with the NASW/NAADAC Code of Ethics.
- Provide services to practicum agency clientele each week, continuing through the last week of class.

## Confidentiality and Ethical Practice

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Students will have the opportunity to engage in an appropriate level of self-disclosure in the Seminar course. The discussion of experiences working with clients in the social services field is necessary to make the most out of practicum. Thus, learning to appropriately open up and discuss your personal experiences, including mistakes and successes, will help students understand the real-life impact of the profession. Students are expected to use respect by honoring the experiences of their peers with confidentiality. In other words, whatever is discussed in class stays in class.

The learning experience will depend heavily on each student's level of preparation and commitment to participate in classroom discussions, exercises, and activities. Attendance in seminar is required. Participation required and crucial to each student's professional development. It is important to remember that student interns are learners, not licensed professionals. Therefore, please engage at a high level.

## Process for Placement

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Please Note: Students are NOT automatically placed in a community internship. Prior to registering for SW2940 each student is required to schedule a meeting with the SW program internship instructor/coordinator to identify an area of professional interest

wherein the student can apply and observe applicable social work frameworks, theory, models, and skills in a community partner agency.

Once students have met with the internship instructor/coordinator, they will begin to contact community agencies through email and provide a current resume and request an interview for an internship position. Students will then set up an appointment for an interview with the selected community agency's field supervisor to determine if the agency is a match with the skill set and experience of the student. Once students have been offered an internship position, they will notify the internship instructor/coordinator through email, and the internship instructor/coordinator will provide the student information on the next steps. See Canvas for details.

### **Post Placement Process**

At the completion of the internship hours, the student will have a termination/closure interview with their field instructor and SLCC SW internship instructor/coordinator to coordinate the final internship evaluation, to finalize the students time sheet, and to complete any agency related paperwork. See Canvas for details.

## Course Student Learning Outcomes

- Develop essential areas of knowledge in effective social work practices such as in the identification of goals and application of conceptual frameworks relevant to the specific population served within their internship placement and assessed in their final analysis paper.
- Employ theoretical constructs and social work applications to specific population(s) served within their internship placement and through their final analysis paper.
- Employ principles of effective communication (e.g. use of "I" messages, active listening, resolving conflict, etc.) and practice these skills both orally and in writing with clients/populations served within the agency and the internship staff.
- Demonstrate the application of critical thinking skills and problem solving in social work practice (e.g. assessment of the presenting problem, integration and application of theoretical approaches, identification of effective interventions and evaluation of said interventions etc.) and assessed in their final analysis paper.

- Evaluate the skills necessary for effective engagement in the community and formulate valuable principles for practice and professionalism within the social work arena.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
8/30/25	<a href="#">(REQUIRED) SLCC SUDC Student Statement of Sobriety Agreement</a>	Assignment	10
8/30/25	<a href="#">(REQUIRED) Statement of Acknowledgment of Group Work</a>	Assignment	10
8/30/25	<a href="#">Share Student Introduction Video</a>	Discussion	10
9/6/25	<a href="#">Complete Internship Learning Agreement</a>	Assignment	10
9/6/25	<a href="#">Complete Internship Supervision Contract</a>	Assignment	10
9/6/25	<a href="#">Submit Agency &amp; Supervisor Information</a>	Assignment	10
9/6/25	<a href="#">Biweekly Time Sheet Submission 1</a>	Assignment	10
9/9/25	<a href="#">Submit Week 3 Attendance Assignment</a>	Assignment	10
9/13/25	<a href="#">Practicum Journal 1</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/16/25	<a href="#">Submit Week 4 Attendance Assignment</a>	Assignment	10
9/20/25	<a href="#">Biweekly Time Sheet Submission 2</a>	Assignment	10
9/20/25	<a href="#">Complete Practicum Orientation Checklist</a>	Assignment	10
9/23/25	<a href="#">Submit Week 5 Attendance Assignment</a>	Assignment	10
9/27/25	<a href="#">Practicum Journal 2</a>	Assignment	10
9/27/25	<a href="#">Mid-semester Check-in</a>	Assignment	10
9/27/25	<a href="#">Mid-semester Site Visit Scheduling</a>	Assignment	50
9/30/25	<a href="#">Submit Week 6 Attendance Assignment</a>	Assignment	10
10/4/25	<a href="#">Biweekly Time Sheet Submission 3</a>	Assignment	10
10/7/25	<a href="#">Submit Week 7 Attendance Assignment</a>	Assignment	10
10/11/25	<a href="#">Practicum Journal 3</a>	Assignment	10
10/14/25	<a href="#">Submit Week 8 Attendance Assignment</a>	Assignment	10
10/18/25	<a href="#">Biweekly Time Sheet Submission 4</a>	Assignment	10



Due Date	Assignment Name	Assignment Type	Points
10/21/25	<a href="#">Submit Week 9 Attendance Assignment</a>	Assignment	10
10/25/25	<a href="#">Practicum Journal 4</a>	Assignment	10
10/28/25	<a href="#">Submit Week 10 Attendance Assignment</a>	Assignment	10
11/1/25	<a href="#">Biweekly Time Sheet Submission 5</a>	Assignment	10
11/4/25	<a href="#">Submit Week 11 Attendance Assignment</a>	Assignment	10
11/8/25	<a href="#">Practicum Journal 5</a>	Assignment	10
11/11/25	<a href="#">Submit Week 12 Attendance Assignment</a>	Assignment	10
11/15/25	<a href="#">Biweekly Time Sheet Submission 6</a>	Assignment	10
11/18/25	<a href="#">Submit Week 13 Attendance Assignment</a>	Assignment	10
11/22/25	<a href="#">Practicum Journal 6</a>	Assignment	10
12/2/25	<a href="#">Submit Week 15 Attendance Assignment</a>	Assignment	10
12/6/25	<a href="#">Biweekly Time Sheet Submission 7</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
12/9/25	<a href="#">Submit Week 16 Attendance Assignment</a>	Assignment	10
12/13/25	<a href="#">Practicum Journal 7</a>	Assignment	10
12/18/25	<a href="#">Biweekly Time Sheet Submission 8</a>	Assignment	10

## Coursework & Assignment Descriptions

**Completion of internship hours** – While a specific grade is not being provided for the completion of a student's completion of the total required hours, students will not pass this course without completing a minimum of 225 hours in the field, unless the student has formally requested to complete the internship over more than one semester and has registered for fewer than four internship credits.

**Attendance:** This course meets the internship practice core requirements for the Behavioral Health Technician and the Substance Use Disorder Counselor Training Certificate, students are expected to attend each class period and actively engage with online course activities and assignments. Instructor will take attendance at the beginning of each class. Students are permitted two (2) absences throughout the duration of the semester without penalty. Each absence after two (2) will result in a ten percent (10%) deduction to students' overall grade.

Please Note: The SLCC SUDC program is a hybrid, in-person only program. Students are only permitted 2 absences for this course this semester. Having more than 2 absences this semester will require students to either have to make up class time or retake the course, due to not having met State and NAADAC seat time requirements. Students should discuss extenuating circumstances with Instructor. If an extenuating circumstance occurs, students must notify instructor via Canvas message.

**Internship Placement Form:** Students are required to meet with their assigned agency field instructor (supervisor) to finalize their internship placement and to complete all

required internship documents contained within the Orientation Module and Module 1. The information provided in this form is critical for Social Work faculty and staff to maintain contact with your specific field instructor and also ensure that we have accurate information about each of our field agency supervisors. This form is completed via Microsoft Forms. See Canvas for Details.

**Internship Learning Agreement:** In collaboration with your field instructor (supervisor), students will review their time sheet (learning outcomes tab) and develop a task or activity list for each of the competences, which will enable you to develop and demonstrate each competency. You are encouraged to choose activities and advocate for learning experiences that will enable you to acquire desired skills and abilities that fall within the range of the scope of practice for a Behavioral Health Technician (BHT) and/or Substance Use Disorder Counselor (SUDC). Student learning agreements should be discussed and reviewed during regular supervision with the field instructor, the mid-semester site visit, and during seminar discussions as appropriate. By the end of the semester, students should be able to demonstrate at least a moderate level of competency (at least a 3 on a 5-point scale) for each of the outlined competencies in the Learning Agreement, as evaluated by your field instructor. Please Note: This assignment is required to pass this course. See Canvas for Details.

**Internship Supervision Contract:** In collaboration with your field instructor, students will review the Supervision Contract and develop specific agency and supervision expectations and operating procedures (e.g., documentation review and submission deadlines), which are to be followed throughout the duration of the student's internship with the agency and field instructor. Should the Supervision Contract be revised between the student and field instructor, an updated copy of the document must be submitted to this assignment page. In the case that a student is assigned to a different field instructor, a new supervision contract must be completed prior to the student beginning internship hours under the supervision of the new field instructor. Students must ensure that the Supervision Contract aligns with and supports the student's scope of practice as a student learner, and not a licensed practitioner. Please Note: This assignment is required to pass this course. See Canvas for Details.

**Internship Supervision Contract:** This assignment is meant to introduce students to the two primary supervision documents required to clinically work as a Substance Use Disorder Counselor (SUDC) in the State of Utah. A DOPL application for supervision (template in Canvas) and an agency supervision contract (template in Canvas) must be

completed by both the SUDC and their supervisor prior to legally beginning work in the field. Not all supervision contracts are created equal. Some agencies utilize basic "bare bones" templates and others use comprehensive contracts. Therefore, this assignment will assist students with conceptualizing which aspects of a supervision contract is of greatest importance. This assignment is meant to be FUN, as you look ahead to entering the field post-graduation. So, be creative and thorough with completing the DOPL application for supervision and developing a quality supervision contract template that you may use in the field. Please Note: This assignment is required to pass this course. See Canvas for Details.

**Weekly Time Sheet Hours & Journal Entry:** One of the most important documents that students will keep during their internship is a well-documented and validated time sheet. The State of Utah requires that BHT and SUDC students complete a minimum number of supervised practices in the field during their training. Each completed internship task and hour must be documented and validated (signed) by the field instructor. Please Note: it is the responsibility of the STUDENT to ensure that they have kept an accurate accounting of each internship hour completed, and that each hour is associated with a core competency and direct practice skill, as required in the Learning Agreement. See Canvas for Details

**Midterm Evaluation:** Reflection of Site Visit with Field Coordinator: Students will request to schedule a site visit with their field instructor and the SW program Field Coordinator. Site visits will focus on several areas of social work practice including the competencies outlined in the learning agreement, the students' progress toward the completion of the required practicum hours, and any noted areas of concern or areas for continued development as discussed by the field instructor. Following the site visit, students will process their field supervisors feedback and the general discussion from mid-term site visit and tie the feedback directly to three specific competencies from the learning agreement that they will create a brief plan of action to improve upon the second half of their internship. Please Note: This assignment is required to pass this course. See Canvas for Details.

**Final Evaluation:** Closure/Termination mtg with Field Supervisor, and Field Coordinator and Exit Survey. Students will evaluate their overall field experience, particularly in the progress and development of essential skills and practice competencies as they prepare to terminate their internship experience. The Closure/Termination meeting will address the important aspects of the therapeutic process that involve the ending of the clients'

treatment and/or the therapeutic relationship between the student and their clients. Both the student and the field supervisor will complete an Exit Survey. This survey will provide valuable feedback to the SLCC SUDC program regarding the effectiveness of our education (both theoretical and in practice) in developing a readiness to enter the field; in other words, the essential skills that bridge the gap between classroom learning and actual practice in the field. Please Note: This assignment is required to pass this course. See Canvas for Details.

## Grading Scale

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### **Course Assignment Weight**

<b>Course Assignments</b>	<b>Weight</b>
Attendance, Participation, Class Activities	15%
Module Assignments 1) Recorded Student Intro 2) Internship Learning Agreement 3) Internship Supervision Contract 4) Internship Placement Form 5) Reflection Papers (2)	15%
Weekly Timesheet & Journal Entry	30%
Group Modality Presentation & Demonstration	10%
(Mid-term) Reflection Paper: Site Visit	15%
(Final) Practicum Exit Evaluation	15%
<b>Total</b>	<b>100%</b>

### **Grade Scale**

A = 94 – 100%	B+ = 87 – 89%	C+ = 77 – 79%	D+ = 67 – 69%
A - = 90 – 93%	B = 83 – 86%	C = 73 – 76%	D = 63 – 66%
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%

## Adherence to Professional Decorum

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All placements must transpire through the internship director/professor. Keep in mind that the internship supervisor that commits to overseeing the student's internship/service-learning opportunity is doing so under their own license. Therefore, it is expected that

each student practices with integrity and a level of professionalism commensurate with a practicing licensed social work; in doing so, it minimizes the risk to the internship supervisor and/or their licensure.

Integrity broken down in terms of action mean: doing what you say you are going to do, being where you say you are going to be as well as practicing ethically as discussed within our professional Code of Ethics.

No changes will occur without prior written approval of the internship director/professor. If a student has any concerns that would prevent the student from fulfilling their contractual obligation, prior approval from the internship director/professor is required before further action will be taken. It is imperative that each student understands the potential harm (to the department and the College) that can result by deciding to “take matters into your own hands” without the support and assistance of the internship director/professor.

In the unlikely event that an unforeseeable circumstance occurs and prevents you from completing your internship, please contact the internship director/professor notifying him/her of the reason (before contacting the internship supervisor) to ensure department protocol and ethical professionalism is followed. Be advised that the internship director/professor determines what circumstances are unforeseeable and not the student.

If a student prematurely resigns from their placement without prior approval or an unforeseeable professional behavior at the internship is brought to question or the contractual agreement is violated in any manner, disciplinary action/decisions may follow. Disciplinary action may include but not be limited to additional educational requirements, additional trainings or denial for another placement that would ultimately jeopardizes the internship experience altogether.

## Appeal Process

In the event of dissatisfaction of the decision of the internship director/professor, the student may appeal the disciplinary action by following the steps below:

- 1) The student will submit through written correspondence the motivations behind the contractual violation(s) and describe the reasons why the disciplinary action is unfair. These written documents must be brought to attention of the internship director/professor and possibly the internship supervisor.

2) The internship director/professor will review the written correspondence submitted by the student and attempt to facilitate understanding concerning the contractual violation with all involved and provide solutions to either maintain the earlier decision or develop a new remedy to the issue. If the student disagrees with the new remedy provided, or there is no new resolution made, the student may request a department review of the situation and the issue. In this case the student will be summoned to present their case to representatives from the department along with the internship director/professor in attendance.

If the student is summoned to present their case to representatives from the department, please understand that failure to show up will immediately allow the internship director/professor to make a determination on your behalf, without further input from the student.

## Engagement Plan

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I will respond to email within two business days (48 hours) of receipt. I will offer feedback on major assignments within 7 days of the submission due date. The best way to contact me is via the Canvas Inbox, and prioritize this over email and other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## How to Succeed in the Course

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Students will come to experience that the professional realm is small. Everything you do in the classroom is in similitude of the professional realm. Act with integrity as students may engage with Instructors professionally.

Instructor recommended strategies for achieving success in a college course include, actively attending class, engaging with the material, completing assignments on time, seeking help when needed, studying effectively, and maintaining open communication with the instructor; essentially emphasizing the importance of consistent participation, thorough understanding of course concepts, and proactive time management to achieve a positive grade.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Additional Class Policies

**Electronic Devices:** The use of laptops, cellphones, or other electronic devices are not permitted during class unless an ADA letter of accommodation has been provided. It is distracting and disrespectful to peers to text or instant message, hold side conversations with peers, or be on your computers during class. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time. Instructor expects that during class, students are attentive, engaged, taking notes, and fully participating in discussion and class activities. Exception: Electronic devices are used to complete group activities during the semester, wherein, use is permitted when necessary. If you need to use your cell phone to text or call someone, please leave the classroom or wait until after class.

**Writing Expectations:** It is expected that all assignments will be written on a college level with attention to spelling, grammar, appropriate citations and clear writing. Each product must be written in a 12-point font Times New Roman, double-spaced with one-inch margins on all sides. When applicable each product should follow APA 7 guidelines, when using other sources you need to include in-text citations and a citation in the Reference List. Please see the Student Writing and Reading Center if support is needed  
<http://www.slcc.edu/swc/index.aspx>

**Personal Disclosure:** Disclosure of personal information can often be an important part of the learning process and can lead to valuable personal insight. Any personal information will be held in confidence by students and should not be repeated outside of the course. If events occur of a personal nature that the student feels the instructor should be aware of please email me individually and not through the class discussion process.

**Opinions:** All opinions are valid, even negative ones or ones different than you own opinions. Although these feelings will differ from person to person, please respect the rights of other class members and disagree in a professional and respectful manner.

**Microaggressions:** These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)