

APPLIED ARTS DIVISION
School of Health, Education and Human Services
SW 448
15 Credit Course
Fall, 2019



COURSE OUTLINE

SW 448

Social Work Practicum Two

15 CREDITS

PREPARED BY: Dana Jennejohn

DATE: July 8th

APPROVED BY ACADEMIC COUNCIL:

Approved by UGS Faculty of Social Work
University of Regina, 2018

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SOCIAL WORK PRACTICUM II

INSTRUCTOR: Dana Jennejohn, MSW, RSW

OFFICE HOURS: By appointment
Mon-Fri 9-5

OFFICE LOCATION: A2011

CLASSROOM: TBD

E-MAIL: djennejohn@yukoncollege.yk.ca

TIME: See below.

TELEPHONE: (867) 668-8746

DATES: Sept. 6th to December 15th

Practicum Orientation: September 5th and 6th 9am to 4pm

Practicum Days: Mon to Thursday, full days & Friday afternoons

Practicum Start Date: September 9th **Finish Date:** December 13th

Seminar: Fridays 9am - 12pm

Integrative Seminar Start Date: September 13th **Finish Date:** December 13th

UNIVERSITY OF REGINA COURSE DESCRIPTION

Students, with support of agency supervision, will become directly involved in social work services and systems within the community, and experience professional practice. Seminars assist in the integration of theory and practice through sharing of experience and knowledge.

ADDITIONAL YUKON COLLEGE BSW PROGRAM COURSE DESCRIPTION

The Yukon College SW 448 course consists of the following components.

- ◆ The practicum is the equivalent of 15 weeks full-time (4.5 days per week) in the placement. Students need to obtain a minimum of 475 hours in Practicum through the term.
- ◆ A mandatory orientation session is held prior to the field placement (2 days).
- ◆ Students are required to attend the scheduled integrative seminars.
- ◆ Practicum will be graded on a Pass/Fail basis.
- ◆ Students are not permitted to take other courses during the practicum placement.

The practicum is the field education component of the social work program. The practicum experience helps students link the social work courses to direct social work practice. The practicum occurs under the combined supervision of a designated social work supervisor in the agency and the practicum placement coordinator from Yukon College.

Practicum students are expected to function as an entry-level, generalist social work professional. Students usually carry some responsibility for direct practice with a caseload that may include: individuals, families, groups, and/or interagency professionals in the community, community development, policy practice, and/or research. Students are responsible for personal and professional learning and actions.

PREREQUISITES

- ◆ Completion of SW 200, SW 390, SW 346, SW 347, & 348.
- ◆ Minimum GPA of 70% in the social work portion of the program courses.
- ◆ Application accepted for practicum placement by BSW Program faculty.

EQUIVALENCY OR TRANSFERABILITY

For information about the transferability of this course, please contact the Bachelor of Social Work office.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Integrate social work theories, knowledge, values, and skills.
2. Practice social work in an effective, ethical, confidential, and professional manner.
3. Increase self-awareness through on-going reflection and evaluation of personal and professional strengths, as well as areas for growth.
4. Gain awareness of personal values, biases, emotional reactions to the clients, as well as sensitivity to the impact they may have on clients and colleagues.
5. Expand understanding of issues of diversity in social work practice, especially for the First Nation populations and communities.
6. Accept responsibility for personal and professional learning and actions.
7. Expand knowledge and skills to advocate for social justice and social change.
8. Demonstrate critical analysis and synthesis of information necessary for social work practice.
9. Demonstrate effective written and oral communication skills.
10. Demonstrate the following social work skills: 1) ability to establish helping relationships; 2) conduct client assessments; 3) document case involvement; 4) develop and implement case management plans; and 5) manage conflict situations with clients and colleagues.
11. Expand conflict resolution skills and strategies for effective social work with clients and colleagues.

COURSE FORMAT

Students will be given opportunities to practise professional skills and to expand their professional competencies in their practicum setting. The varying processes and activities in the practicum program are designed to help to achieve the goal of graduating competent generalist social work practitioners. The methods used to facilitate learning in the seminar will include group processes, personal reflections, guest speakers, student-led discussion, agency visits, and role-plays.

ASSESSMENTS AND METHODS OF EVALUATION

Attendance in Seminar and Seminar Participation

Attendance and participation is an expectation of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term.

Attendance in Practicum:

Excessive absences from practicum may result in a failed grade. Any absence from the practicum must be reported to the agency and the Practicum Coordinator (668-8746) prior to the day to be missed or the morning of the day to be missed. Any absences without notification or in excess of the two days may jeopardize your successful completion of the practicum placement.

Time missed in SW 448 practicum will be expected to be made up as negotiated with the practicum supervisor and the Practicum Coordinator as per the Bachelor of Social Work attendance policy. Students must obtain the required 470 hours of time in their practicum.

Students should **NOT** make independent arrangements with the practicum supervisor for absences, change of shifts, different hours of work, travel or holiday plans, or for

extending the practicum past the end date without prior consultation and written approval of Practicum Coordinator.

Readings:

Students are expected to attend classes prepared to discuss assigned readings. Additional material may also be assigned. Students are encouraged to introduce topics from the media that are relevant to the social welfare system and the social work profession for class discussion.

SW 448 consists of six *mandatory* components. All components must be *successfully* completed for a student to receive a passing grade:

1. Satisfactory attendance and participation in a two-day practicum orientation and skills review prior to commencement of practicum.
2. Satisfactory attendance and participation in integrative seminars.
3. Satisfactory attendance and participation in practicum agency.
4. Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure and evaluate practicum placement.
5. Completion of *Learning Agreement* activities to demonstrate competencies. Students must achieve an average of 70% (3.5 on a 5 point scale) on their final evaluation.
6. 70% final mark on written assignments described in this course outline.

EVALUATION

Assignments	50 % of final mark. 70% for pass.
Practicum Evaluation	50 % of final mark. 70% for pass.
Participation and Attendance	See policy
Total	100%

REQUIRED TEXT BOOKS AND MATERIALS

Baines, D. (Ed.). (2017). *Doing Anti-Oppressive Practice*. (3rd ed.). Canada: Fernwood Publishing.

Canadian Association of Social Workers (CASW). (2005). *Code of ethics*. Ottawa, ON: Author.

Canadian Association of Social Workers (CASW). (2005). *Guidelines for ethical practice*. Ottawa, ON: Author. (The CASW documents are available on-line at: www.casw-acts.ca)

Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.

Garthwait, C. L. (2017). *The social work practicum: A guide and workbook for students* (7th ed.). Toronto, ON: Allyn and Bacon.

Ivey, A., Ivey M. & Zalaquett C. (2018). *Intentional interviewing and counselling. Facilitating client development in a multicultural society.* (9th ed.). United States: Thompson and Brooks/Cole.

Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice.* (8th ed.). Canada: Brooks/Cole, Cengage Learning.

McLean, S. et al. (2012). *Theory and Practice: A straightforward Guide for Social Work Students.* (1st Canadian ed.). Canada: de Sitter Publications.

CONFLICT OF INTEREST

Conflict of interest with the practicum placement may interfere with the completion of a student's practicum. *Students need to discuss any possible or potential conflicts of interest with the practicum placement coordinator prior to the start of the practicum whenever possible and/or at any point during their practicum.* A possible conflict of interest may result from a student's current or previous employment, personal relationships, and/or activities.

ACADEMIC AND SOCIAL WORK STUDENT CONDUCT

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

ACADEMIC INTEGRITY (UNIVERSITY OF REGINA CALENDAR)

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the

work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;

- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

GRADING DESCRIPTIONS (UNIVERSITY OF REGINA CALENDAR)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.