

 	<b>School of Health, Education and Human Services</b>
	<b>SW 348</b> <b>Social Work Practice One</b>
	<b>Winter 2024</b> <b>6 Credits</b>
<b>Course Outline</b>	

**INSTRUCTOR:** Dana Jennejohn, MSW, RSW  
**E-MAIL:** djennejohn@yukonu.ca  
**TELEPHONE:** 867.668.8746  
**OFFICE HOURS:** By appointment M-F 9:00 am-5:00 pm  
**OFFICE LOCATION:** A2011  
**CLASSROOM:** TBD  
**DATES:** January 5<sup>th</sup> 2024 – April 19<sup>th</sup> 2024

#### **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.

**\*\*Yukon University has different requirements and procedures for SW 348 and students should speak to their Academic Advisor and refer to the additional description below.**

#### **ADDITIONAL YUKON BSW COURSE DESCRIPTION**

**\*\*Practicum requires 225 hours in the SW 348 placement, typically done as 2 days per week over 15 weeks. In addition, a mandatory orientation session is held prior to field placement and students are required to attend weekly seminars. Graded on a pass/fail basis. No mid-term break.**

**\*\*Students MUST obtain a 70% final grade on their written work and on their final practicum evaluation in order to obtain a Pass.**

**\*\*It is recommended that SW 348 be taken concurrently with other social work courses to assist the student in integrating practice experiences with social work theory. The practicum occurs under the combined supervision of a designated social work supervisor in the agency and the practicum placement coordinator from Yukon University.**

#### **COURSE REQUIREMENTS**

Prerequisites:

- Admission to the social work program

- Completed practicum application package: 1) RCMP Criminal Record Check (CRC) within six months of the practicum application, 2) current resume, 3) statement of learning objectives, and 4) signed *Practicum Application Student Disclosure for Personal Readiness Factors* form.
- Completion of SW 200, SW 346, SW 390 and 6 other social work credit hours. All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for SW 348.
- Yukon BSW students must also have a minimum GPA of 70% between SW 390 and SW 346 to be eligible to register for SW 348.

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### UR LEARNING OUTCOMES

This course is intended to assist students in:

- broadening their human service experience by engaging with and assisting social workers in direct practice
- demonstrating an understanding of the effective use of self
- examining personal value biases, emotional reactions and the impact they have on others
- applying reflective and critical thinking to:
  - self and the practicum experience within the context of the placement, client population and emerging practice issues
  - social policies and their influence on the agency, clients and community of theories of social work practice
  - diversity and forms of oppression

### COURSE FORMAT

#### Breakdown of Instructional Hours

Skills Review: January 3<sup>rd</sup> and 4<sup>th</sup> 9am to 4pm

Practicum Days: Wednesday and Thursday, full days (approximately 16 hours weekly)  
**Start Date:** January 10<sup>th</sup>      **Finish Date:** April 11<sup>th</sup> or 18<sup>th</sup>

Integrative Seminar: Fridays 9am – 12pm (3 hours weekly)  
**Start Date:** January 12<sup>th</sup>      **Finish Date:** April 19<sup>th</sup>

It is expected that this course will require 6-10 hours of homework weekly to complete assignments and readings. This will vary by individual and depending on the week.

#### Delivery Format

This course will be delivered in a blended format. The skills review and practicum placement will be face-to-face, and the integrative seminar will be a combination of face-to-face and synchronous online delivery.

The mandatory two-day Skills Review and Practicum Orientation provides an introduction and overview to the practicum experience. This session helps prepare students for their practicum and is designed to:

- Assist students in self-assessment of their current level of knowledge and skills, as well as to set goals to make changes;
- Help students clarify learning activities to demonstrate competencies outlined in the *Learning Agreement*;
- Review student’s expectations of the practicum placement and expectations by the practicum supervisor;
- Review social work ethics and how they relate to the practicum experience;
- Identify and review practice skills that will be required of the student for the practicum placement (i.e., employment, communication, relationship-building skills, interviewing, assessment, goal setting, case management, conflict management, report writing, and other relevant skills);

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

The Integrative Seminars are three hours on Friday mornings. The purpose of these seminars is the enhancement of professional growth through the exchange of information and knowledge that is generated by the practicum experiences. 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.

## 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%

**SW 348 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/skills review prior to commencement of practicum.
- 2) Satisfactory attendance and participation in weekly integrative seminars.
- 3) Satisfactory attendance and participation in practicum agency. 225 hours.
- 4) Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure and evaluate the 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.

## Assignments

All the assignments must be completed to obtain a passing mark for the practicum. Assignments are due via email on the specified due date unless otherwise indicated. Students must achieve a final mark of 70% on their written work in order to achieve a ‘pass’ in this course. All assignments must be typed and double-spaced. Full

descriptions will be made available to students once registered in the course.

**a) Practicum Daily Log**

**b) Learning Synthesis**

**Due: #1 Monday, February 19th at 4pm**

**35%**

**#2 Monday, April 8<sup>th</sup> at 4pm**

**35%**

**c) Agency Analysis and Agency Presentation**

**Part I: Written Agency Analysis and Description**

**30% of final mark.**

**Due: Monday, March 18<sup>th</sup> at 4pm**

**Part II. Agency Presentation**

- **Due: Dates TBD in class**

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU and UR websites for important dates. Each institution has different deadlines for refund and withdraw deadlines.

### **TEXT BOOKS AND LEARNING MATERIALS**

Baines, D. (Ed.). (2022). *Doing Anti-oppressive Practice: Rethinking Theory and Practice*. (4<sup>th</sup> 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](http://www.casw-acts.ca))

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

Ivey, A., Ivey, M. & Zalaquett, C. (2023). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (10<sup>th</sup> ed.). United States of America: Thompson Brooks/Cole.

Garthwait, C. L. (2021). *The social work practicum: Preparation for Practice* (8<sup>th</sup> ed.). United States: Pearson Education, Inc..

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

### **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to

conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACADEMIC AND STUDENT CONDUCT (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](http://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.

### **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).

### **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.

## **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](mailto:access@yukonu.ca) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

The weekly topic outline will be made available to students upon registration in this course.

## 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.**

## REFERENCES

- 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.
- Baines, D. (Ed.). (2022). *Doing Anti-oppressive Practice: Rethinking Theory and Practice*. (4<sup>th</sup> ed.). Canada: Fernwood Publishing.
- Baird, B. N. (2002). *The internship, practicum, and field placement handbook: A guide for the helping professions* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9<sup>th</sup> ed.). United States of America: Thompson Brooks/Cole.
- Ivey, A., Ivey M. & Zalaquett C. (2023). *Intentional interviewing and counselling. Facilitating client development in a multicultural society*. (10<sup>th</sup> ed.). United States: Thompson and Brooks/Cole.
- Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice*. (8<sup>th</sup> ed.). Canada: Brooks/Cole, Cengage Learning.
- Russell-Chapin, L. A., & Ivey, A. E. (2004). *Your supervised practicum and internship: Field resources for turning theory into action*. Toronto, ON: Thomson.
- Sheafor, B.W., & Horesji, C.R. (2006). *Techniques and guidelines for social work practice* (7<sup>th</sup> ed.). Toronto, ON: Allyn & Bacon.
- Sweitzer, H. F., & King, M. A. (2004). *The successful internship: Transformation and empowerment in experiential learning*. Toronto, ON: Thomson.
- Turner, F.J. (Ed.). (2011). *Social Work Treatment: Interlocking Theoretical Approaches* (5<sup>th</sup> ed.). United States of America: The Free Press.
- Turner, F.J. (Ed.). (2002). *Social work practice: A Canadian perspective* (2<sup>nd</sup> ed.). Scarborough, Ont.: Prentice Hall Allyn & Bacon.