

Course ID:	Course Title:	Fall 2021
BHS 320	Field Practicum I	Prerequisite: BHS 240; Permission of Department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Alex Sanderson, PhD	First Day of Classes:	September 8, 2021
Days:	Monday	Email:	asanderson@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	2:30 – 3:45	Phone:	403-410-2000 ext. 5907	Last Day to Withdraw:	Nov. 22, 2021
Room:	NA	Office:		Last Day to Apply for Extension:	Nov. 23, 2021
Lab/ Tutorial:		Office Hours:	Mondays: 12 – 1:30pm In office; Wednesday 9 -12pm In office Online: by appointment	Last Day of Classes:	Dec. 13, 2021
Final Exam:	NA				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description: A supervised practical experience with a community or social agency related to the student's interest and/or future plans. Readings, written assignments and group meetings will help students reflect on and integrate knowledge with practical experience.

Further Course Information:

Ethics: In practicum you will be working with vulnerable populations as well as working with your peers as you develop skill sets for helping and educational realms. As a result, it is **imperative** that confidentiality is maintained at **all** times and that you strive to meet the expectations of functioning as an ethical and competent practitioner. **Any breach of contractual ethics will lead to removal from the course.**

Please be aware, you will need to check your Ambrose email daily for important information from Kim McLachlan or myself and be responsive to those emails.

Expected Learning Outcomes

It is the aim of the course that students acquire the following:

1. Perceive human needs with empathy and develop socially responsible attitudes toward social problems;
2. Skills in identifying and clarifying the specific ethical concerns that emerge as a result of the unique nature of the helping relationship;
3. A deeper understanding of the professional skills, competencies, and challenges unique to the process of becoming an ethical practitioner;
4. Ability to mobilize values, beliefs, needs, and goals in order to further the healthy development of individuals, groups, or programs.

This class supports the development of the following Behavioural Science Learning Goals:

1. perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
2. be prepared to work with integrity and confidence in a variety of human service fields or continue on to graduate work or after-degree programs
3. Be prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender and sexual orientation) in a manner that maintains the dignity and respect for all people.

Textbooks:

Baird, Brian N. (2018). *The internship, practicum, and field placement handbook: A guide for the helping professions (8th ed.)*. New Jersey: Prentice Hall.

Course Schedule

Sept. 13 th	Practicum introduction Time & self-care schedules commence. Waives for testing September 27th MBTI & Birkman must be completed
Sept. 20 th	Preparing for your practicum and support from peers (Chp. 3). Journal Work (Chp. 3). Working with a Supervisor (Chp. 5)
Sept. 27 th	Ethical and Legal Issues (Chp. 4) Dilemma Geriatric Specialist: To be completed for Nov. 2 nd and included in journal page 53 Ethical Dilemmas – Provided by Instructor. To be worked on in peer groups and write up to be included in your journal Dual Relationships, Boundary Violations and Crossings Essential Article on Boundaries in Psychotherapy in reading folder on Moodle
Sept. 28 th -	Dealing with Stress and Self-Care (Chp. 8) Exercise: BURNOUT page 211 Exercise: Setting Priorities page 216 Exercise: COGNITIVE REVIEW page 221 Self-Care increase to six hours per week
Oct. 4th	Oct. 4th - Birkman Personality - 1 class – Mandatory Class
Oct. 11 th	Thanksgiving
Oct 18th	MBTI and Intro to the GRIP - Mandatory Class

- Oct. 25th Diversity Considerations in Practice (Chp. 6)
GUIDELINES FOR NON-DISCRIMINATORY PRACTICE: In readings folder on Moodle
Cultural Humility: A Tool for Social Workers When Working with Diverse Populations: In readings folder on Moodle
 Activities: (KNOWING YOURSELF IN RELATION TO DIVERSITY) Provided by Instructor
 Activities: (OBSERVING YOURSELF DEALING WITH DIVERSITY) Provided by Instructor
- Nov. 1st **Spiritual Gifts - 1 class – Mandatory Class**
- Nov. 15th **Midpoint check in: Concerns, Successes and Lessons about the Self**
 Assaults and other Risks (Chp. 10)
Psychosocial Risks and Violence Against Teachers. Is It Possible to Promote Well-Being at Work? In readings binder on Moodle
- Nov. 22nd Grip: How to Flex to others while maintaining well-being
 ALL ASPECTS OF SELF-TYPE
 DEVELOPMENT. (FLEX and Management of GRIP) **Activity provided by instructor**
- Nov. 29th Closing Cases (Chp.10) Finishing the Practicum (Chp. 11)
Termination vs. Abandonment: <https://www.apa.org/monitor/2009/09/ethics>
- Dec. 6th Field Practicum Wrap up: Frustrations, Lessons, Discoveries and **JOY!** (Chp. 12).
 Primary Learning
 What would you?
- Dec 13th All papers completed and submitted; Journal submitted; All forms completed and submitted to Kim McLachlan.

Contributions to class and your peers:

It is expected that you will come to class having read the material and having engaged in the assigned activities. Throughout the lectures you will be broken into structured groups to engage with the material through assigned questions and activities designed to have you reflect on how your practicum experience intersects with the learned material. During these structured periods, each one of the members will take on one of the following roles. When you are the **Discussion Director**, you will come ready to lead your group in the discussion. Each group member will also take on the role of the **Reporter**, who will take notes from the group discussion, including both points of general agreement and, especially, points of contention or disagreement. You will highlight critical elements examined and sum up the main points discussed. The **Reporter** will summarize the group discussion to the class. Each group member should take on both roles during the course.

On December 13th, each student will hand in a unique summary report of their key learnings from their peers and the discussions they engaged in. In this paper you will reflect on what learnings were relevant to your practicum placement and your ability to function as an ethical practitioner in society (3 pages, double spaced, APA format). At the end of the report, please provide a rating for each of your group member’s participation during the course:

PEER/SELF EVALUATIONS: CONTRIBUTIONS TO CLASS LEARNING

Each student must complete the following evaluation elements for every student in their discussion group, including themselves:

1. [Student name]: needs to talk more / talks about the right amount / needs to talk less
2. [Student name] 6-point rating of the quality of contributions to discussions (1 = unacceptable, added nothing to discussions, 6 = outstanding, comments in every class have been helpful)
3. [Student name] was prepared for the discussion (true/false)

4. The [Student name] asked good questions (6-point rating scale)
5. Open-ended comment about the [Student name]'s role either as a discussion facilitator or participant.

Adapted from C. Stanley

<https://ctl.byu.edu/tip/peer-and-self-evaluation-participation-discussion>

JOURNAL

Your journal should contain a record of your volunteering activities and personal experiences. You should incorporate your reactions (i.e., emotional AND cognitive) to practicum experiences in a manner that is **critically reflective and exploratory** in nature. **Your first journal entry will contain a reflection on the process of obtaining your practicum:** 1) What did you learning about the industry, 2) What did you learn about yourself, and 3) What are your hopes and fears for your placement?

In addition, each week you will be responsible for finding a recent journal article or book chapter related to your practicum setting and the population you are working with. You will need to summarize the reading's main points and discuss how it applies to your practicum experience. Please ensure that you provide an APA citation for the article you are summarized.

Last, your journal will contain a record of your peer group meetings and your behavioural charts throughout the semester. Please follow the instructions for journal content that are provided in class.

PAPER: PERSONALITY, STRESS INTERACTIONS and SELF-CARE

Utilizing the behavioural charts you have filled out during the semester (e.g., sleep, eating, spending, self-care time, and exercise), the findings from your MBTI and Grip-Birkman reports ask and answer the question: how does your personality interact with stress situations? Consider when you were stressed, what exactly the stressor was, how did you cope (refer to behavioural charts), how did your behaviour relate to your personality type, and how did you overcome the stress and/or develop as an individual? How did you ethically respond to this situation? Analysis no more than 8 pages. APA 7th edition formatting required for this paper.

Submission of Assignments:

All assignments are to be emailed. **All emailed assignments must be password protected** to maintain confidentiality. Latest APA formatting is required (7th edition).

Summary of Requirements:

- 1) Completed requirements and first journal reflection. Mark based on timely and responsive work undertaken to obtain a placement and your reflection of the process (20% in total) **(Due Sept. 20th)**.
- 2) Completed Evaluation Form by Practicum Supervisor (20%) **(Due Dec.13th)**. **This assignment supports class learning outcomes: 1, 2, 3 & 4.**
- 3) Preparation, Class Contributions and Peer Group Contribution Participation (20%). **This assignment supports class learning outcomes: 1, 2, 3 & 4.**
 - a) Learning Paper and Evaluation of Peer contributions due to instructor by **December 13th**
 - b) Ten percent of this mark is given by the instructor and ten percent of your contributions stem from your peer evaluations. The instructor maintains the right to modify peer evaluations based on what is evidenced in breakout rooms/discussions.
- 4) MBTI*Personality Evaluation (20%) **(Due Dec.13th)**. **This assignment supports class learning outcomes 2 & 3.**
- 5) Self-Evaluation Form and Journal (20%). Journal will be handed in for grading during 2 time periods – Once mid semester and at the end of the course. **(Due Dec.13th)**. **This assignment supports class learning outcomes: 1, 2, 3 & 4.**

All assignments must be completed to receive a passing grade.

Attendance:

It is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being "present" at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

Grade Summary:

The available letters for course grades are as follows:

Percentage:	Letter Grade:	Grade Point Weight:
96-100	A+	4.0
91-95	A	4.0
86-90	A-	3.7
82-85	B+	3.3
75-81	B	3.0
72-74	B-	2.7
68-71	C+	2.3
63-67	C	2.0
60-62	C-	1.7
56-59	D+	1.3
50-55	D	1.0
0-49	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:**Grading Rubric:**

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA,) and other formatting particulars (i.e., page length, font size, margins)

	the area of study.				
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved <i>And so on....</i>

Other:

Journal Requirements:

Your Journal must be protected by a password in order to maintain ethics. All names of the people you work with, including staff must be changed to hide their identities. You are required to complete a journal entry **once a week** while you are active in your

practicum placement. If you attend your placement twice a week, please summarize both occasions during your discussion of that week at practicum:

List day, date, and number of hours you were at the practicum	Briefly: Note activities, clients and staff you worked with (any other salient information). Keep this section of your response to a paragraph.
Reflect and Explore	<p>Reflect on a main idea/concern/lesson that stemmed from the events you experienced at your practicum on for the given week</p> <p>Write/describe in detail (positives/negatives of the events and what you learned.)</p> <ul style="list-style-type: none"> Remember to focus on your <u>Internal Observations</u> <p>Consider your emotional reactions, cognitions or behaviours to events/ main ideas/concerns/lessons.</p> <p>For example, I want you to consider your changing abilities over the practicum or the successes/ difficulties you experience in relation to a certain issue/experience</p>
Note questions, ideas and discoveries	<p>Questions: about professional aspects of your practicum environment.</p> <p>Discoveries: about clients, skills, intervention and/or prevention</p> <p>Ideas: You might use in future for research or continuation on in this field as a career.</p>
Journal Articles/Book Chapters	<p>On a weekly basis I want you to find research or a theoretical article that helps clarify some aspect of the practicum for you (10 are needed for the fall). Readings could relate to:</p> <ul style="list-style-type: none"> Client population Types of interventions Causes of population's needs (macro/micro) <p>Summarize the article briefly and talk to how it helps you understanding your practicum placement better.</p> <p>Please provide an APA citation for the article</p>
Commentary on peer groups	<p>Outline your agreed upon goals.</p> <p>Speak to how you are meeting your goals, your successes, failures and lessons learned.</p>

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through

fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses,

students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisis support for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.