

Course ID:	Course Title:	Fall 2022
BHS 320	Field Practicum I	Prerequisite: BHS 240; Permission of Department
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Samantha Hung, MSW RSW	First Day of Classes:	September 7, 2022
Days:	Monday	Email:	sam.hung@ambrose.edu	Last Day to Add/Drop:	September 18, 2022
Time:	3:15-4:30pm	Phone:	N/A	Last Day to Withdraw:	Nov. 21, 2022
Room:	A2133	Office:	L2091	Last Day to Apply for Extension:	Nov. 23, 2022
Lab/Tutorial:	N/A	Office Hours:	In person: by appointment Online: by appointment	Last Day of Classes:	Dec. 12, 2022
Final Exam:	N/A				

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, during week days 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

1. Perceive human needs with empathy and develop socially responsible attitudes toward social problems;
2. 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.

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

Date	Topic & Readings	Assignment Deadlines
September 12	Introductions of instructor, class and practicum Time and self-care schedules commence Waivers for Grip-Birkman (https://www.gripbirkman.com/grip-birkman-overview/)	
September 19	Preparing for your practicum and support from peers (Ch.3) Journal Work (Ch.3) Working with a Supervisor (Ch.5) Activity: Creating a class and peer group charter (Ch.3, exercise on pg. 39)	<ul style="list-style-type: none"> • First journal reflection due • Email the instructor the password you will be using
September 26	Ethical and Legal Issues (Ch.4 pg. 47-72) Activity: Ethical dilemmas and decision-making (provided by instructor) Increase self-care to 6 hours per week	
October 3	Ethical and Legal Issues (Ch.4 pg. 73-94) A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences (reading found in Moodle)	
October 10	Thanksgiving NO CLASS	<ul style="list-style-type: none"> • Grip-Birkman must be completed
October 17	Diversity Considerations in Practice (Ch.6) Cultural humility: A tool for social workers when working with diverse populations (reading found in Moodle) Activity: Knowing yourself in relation to diversity (Ch. 6, exercise on pg. 145-146) Activity: Unconscious bias awareness (provided by instructor)	
October 24	Grip-Birkman – Mandatory Class	

October 31	Grip-Birkman – Mandatory Class	<ul style="list-style-type: none"> • Mid-semester journal reflections due • Conversation Café post due
November 7	Reading Week NO CLASS	
November 14	Midpoint check-in: Concerns, Successes and Lessons about the self Assaults and other Risks (Ch.9)	<ul style="list-style-type: none"> • Conversation Café responses due
November 21	Dealing with Stress and Self-Care (Ch.8) The zone of fabulousness: Resisting vicarious trauma with connection, collective care and justice-doing in ways that centre the people we work alongside (reading found in Moodle) Activity: Personal and environmental burnout proneness or prevention (Ch.8, exercise on pg. 211)	
November 28	Closing Cases (Ch.10) Finishing the Internship (Ch.11) Termination vs. Abandonment: https://www.apa.org/monitor/2009/09/ethics	
December 5	Field practicum wrap-up: Frustrations, Lessons, Discoveries and Joy (Ch.12) Learnings and Reflections	
December 12	Debriefing	<ul style="list-style-type: none"> • Final journal reflections and self-evaluation due • Learning paper and peer evaluations due • Personality paper due • Practicum evaluation form submitted to Kim McLachlan

Requirements

PREPARATION, CLASS CONTRIBUTIONS AND PEER GROUP CONTRIBUTION PARTICIPATION (20%)

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.

Each student will hand in a learning paper which will be 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

Each student must complete the following evaluation elements for every student in their discussion group, including themselves (with self-evaluation included in last journal reflection):

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>

Due Dates:

Dec 12 – Learning paper (10%). Evaluation is based on a) summary of key learnings; b) synthesis of learnings relevant to placement; c) reflection of potential application; and d) grammar and spelling.

Dec 12 – Peer Evaluations due to instructor. The remaining 10% mark that makes up Class Contributions stem from the peer evaluations submitted by your peer group. The instructor maintains the right to modify peer evaluations based on what is evidenced in breakout rooms/discussions.

JOURNAL (30%)

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 summarizing.

Lastly, 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 provided.

Due Dates:

Sept 19 – First journal reflection due (10%). The first journal reflection is based on completed pre-practicum

requirements and your reflection of the process of obtaining a practicum placement. Evaluation is based on a) summary of activities required to obtain practicum placement; and b) critical reflection and analysis of the process.

Oct 31 – Mid-semester journal submission (10%). Evaluation is based on a) completeness of journal entries to date; b) incorporation of relevant journal article or book chapter; c) summary of practicum activities and peer group discussion; and d) critical reflection and analysis.

Dec 12 – Final journal submission with self-evaluation on class contributions included in your last reflection (10%). Evaluation is based on a) completeness of journal entries to date; b) incorporation of relevant journal article or book chapter; c) summary of practicum activities and peer group discussion; and d) critical reflection and analysis

CONVERSATION CAFÉ: ETHICS, DIVERSITY AND SOCIAL LOCATION (20%)

The conversation café will be hosted on Moodle and provide opportunity for an online interaction between students on topics related to ethics, diversity and social location (topics covered in first half of the semester). Students will be grouped under one of the topics: ethics, diversity or social location. Each student will find a relevant journal article according to their topic, post its link on Moodle and include a reflection paragraph of no more than 250 words. The reflection should include your reaction to the article, what you agree with, what was challenging, and potential application. Your post should end with two reflection questions to continue the conversation. The journal article you post may be a journal article picked for a journal entry (if relevant to the topic). Please ensure you provide an APA citation for the article you chose.

You will choose two other students' posts to interact with in the topics that were not yours (e.g. if your topic was on ethics, you will interact with a post on ethics and a post on social location). You will read the journal articles that they posted and then respond to one of the reflection questions in the comments section (no more than 250 words).

Due Dates:

Oct 31 – Post on Moodle (10%). Evaluation is based on a) appropriate breadth and depth of description related to journal article; b) breadth and depth of analysis and critical reflection; and c) grammar and spelling.

Nov 14 – Respond to two other Moodle posts (10%). Evaluation is based on a) breadth and depth of reflective response to relevant question posed; and b) grammar and spelling.

PAPER: PERSONALITY, STRESS INTERACTIONS and SELF-CARE (20%)

Utilizing the behavioural charts you have filled out during the semester (e.g., sleep, eating, spending, self-care time, and exercise), plus the findings from your Grip-Birkman report, 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.

Due Date:

Dec 12 – Personality paper (20%). Evaluation based on a) breadth and depth of description of behavioural charts, Grip-Birkman report and stress situations; b) breadth and depth of analysis and reflection; c) logical and coherent argument; d) grammar and spelling; and e) formatting.

COMPLETED EVALUATION FORM BY PRACTICUM SUPERVISOR (10%)

Forms must be completed and submitted to Kim McLachlan by Dec 12.

Submission of Assignments:

All assignments are to be emailed. **All emailed assignments must be password protected** to maintain confidentiality. At the beginning of the semester, please email the instructor the password you intend to use for all ongoing assignment submissions. Latest APA formatting is required (7th edition).

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:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D		50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

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.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories,	Analysis and Application: Student is able to extend past summarizing	Logical and Coherent Argument: Logical and coherent	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., APA,) and other formatting
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	concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	argument that flows from beginning to end.		particulars (i.e., page length, font size, margins)
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	Inconsistently achieved - paradigms,	Little to no connection made to the	Adequately limited central thesis	Several spelling, grammar, and writing errors	Inconsistently achieved

60-71	theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	development of paradigmatic thought in terms of analyzing or applying the theory/research	Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	Several awkward transitions between words, sentences, and paragraphs	And so on....
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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	Questions: about professional aspects of your practicum environment.

	<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. 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.