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## Course Outline

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**INSTRUCTOR:** Dana Jennejohn MSW, RSW

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**TELEPHONE:** 867.668.8746

**OFFICE HOURS:** By appointment M-F 9:00 am-5:00 pm

**OFFICE LOCATION:** A2011

**CLASSROOM:** **C1440 (Skills Review) and A2605 (Integrative Seminar)**

**DATES:** Sept. 9th – Dec. 17th 2021

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### 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 UNIVERSITY BSW PROGRAM COURSE DESCRIPTION

The Yukon University 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 skills review 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 University.

### COURSE REQUIREMENTS

Prerequisite(s): SW 200, SW 390, SW 346, SW 347, & SW 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:

- apply social work practice skills in the planned change process, including engagement, assessment, planning, implementation/intervention, evaluation and termination
- demonstrate entry level social work skills and competencies
- describe the field placement in terms of philosophy, structure, policies, and relationship with clients and the community
- integrate theory and practice in a specific problem area
- critically analyze the placement experience in terms of personal values, impact and reactions and in terms of social work knowledge, skills, and ethics

## **COURSE 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.

**Skills Review:** September 9th and 10th 9am to 4pm

**Practicum Days:** Mon-Thurs – full days, Friday afternoons

Start Date: September 13th

Finish Date: Dec 10th or 17th

**Integrative Seminar:** Fridays 9am – 12pm

Start Date: September 17th

Finish Date: December 10th

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.

**Delivery format**

**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%

**COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates. Refer to the University of Regina website for important dates.

**TEXTBOOKS & LEARNING MATERIALS**

SW 448 students should have copies of all the required texts from previous courses. Due to Covid-19 disruptions, texts may not be available for purchase at the Yukon University Bookstore. If you are missing one of the required texts, you are may purchase texts online in hardcopy or e-text form or borrow from other students.

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](http://www.casw-acts.ca))

Dolgoff, R., Loewenberg, 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.

## **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 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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).