



School of Health Education and Human Services

SW 448

Social Work Practicum One

Fall 2024

15 Credits

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## Course Outline

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<b>INSTRUCTOR:</b>	Dana Jennejohn, MSW, RSW
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<b>TELEPHONE:</b>	867.668.8746
<b>OFFICE HOURS:</b>	By appointment M-F 9:00 am-5:00 pm
<b>OFFICE LOCATION:</b>	A2011
<b>CLASSROOM:</b>	TBD (Skills Review and Integrative Seminar)
<b>DATES:</b>	September 3 <sup>RD</sup> 2024 – December 13 <sup>th</sup> 2024

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### 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 UNIVERSITY BSW COURSE DESCRIPTION

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 & 348.
- Minimum GPA of 70% in the social work portion of the program courses.
- Completed practicum application package: 1) RCMP Criminal Record Check (CRC) within six months of the practicum start date 2) current resume, 3) statement of learning objectives, and 4) signed *Practicum Application Student Disclosure for Personal Readiness Factors* form.

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

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

## UR LEARNING OUTCOMES

By the end of this course, the student should 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

### Breakdown of Instructional Hours

Skills Review:           September 3<sup>rd</sup> 9am to 4pm  
                                  September 4<sup>th</sup> 9am to 12pm

Practicum Days:        Mon, Tues, Thurs, Fri – full days, Wednesday afternoons  
Start Date: September 5<sup>th</sup>                            Finish Date: Dec 13<sup>th</sup>

Integrative Seminar:  Wednesdays 9am – 12pm  
Start Date: September 11<sup>th</sup>    Finish Date: December 4<sup>th</sup>

Practicum Lunch:       Friday, December 13<sup>th</sup> 11-1:30pm

### 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 asynchronous/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:

1. Assist students in self-assessment of their current level of knowledge and skills, as well as to set goals to for improvement and new learning.
2. Help students clarify learning activities to demonstrate competencies outlined in the *Learning Agreement*;
3. Review student's hopes and expectations of the practicum placement and practicum supervisor;
4. Review social work ethics and how they relate to the practicum experience;
5. Identify and review practice skills that will be required of the student for the practicum placement.

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.

The Integrative Seminars are three hours on Wednesday 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, and experiential activities.

## 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 448 consists of six mandatory components which must be successfully completed to achieve a pass:

- 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. 475 hours.
- 4) Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure, assess, reflect and provide feedback on student's experience of 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.

## COURSE WITHDRAWAL INFORMATION

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

## TEXTBOOKS & LEARNING MATERIALS

*SW 448 students should have copies of all the required texts from previous courses.*

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

Canadian Association of Social Workers (CASW). (2024). *Code of ethics*. Ottawa, ON: Author.

Canadian Association of Social Workers (CASW). (2024). *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. (2021). *The social work practicum: Preparing for Practice (8th ed.)*. United States: Pearson Education, Inc..

Ivey, A., Ivey M. & Zalaquett C. (2023). *Intentional interviewing and counselling. Facilitating client development in a multicultural society. (10th ed.)*. Cengage Learning

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

Upon admittance into the BSW Program, students must review and affirm their understanding of the BSW Student Professional Code of Conduct Agreement. A copy of this can be found on Moodle or 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).

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.

### **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 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)

### **ASSESSMENTS and ASSIGNMENTS**

Provided to students registered in course.