

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2017</b>
<b>BHS 320</b>	<b>Practicum I</b>	<b>Prerequisite:</b> BHS 240; Permission of the Department.
		<b>Credits:</b> <b>3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Monday	<b>Instructor:</b>	Alex Sanderson, PhD	<b>First day of classes:</b>	Wed., Sept. 6
<b>Time:</b>	1-2:15pm	<b>Email:</b>	asanderson@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept. 17
<b>Room:</b>		<b>Phone:</b>	403-410-2000. ext 5907	<b>Last day to request revised exam:</b>	Mon, Oct. 23
<b>Lab/ Tutorial:</b>		<b>Office:</b>	L2101	<b>Last day to withdraw from course:</b>	Mon, Nov. 13
		<b>Office Hours:</b>	By appointment	<b>Last day to apply for coursework extension:</b>	Mon, Nov. 20
<b>Final Exam:</b>	NA			<b>Last day of classes:</b>	Mon, Dec. 11

### Course Description

**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 practitioner. **Any breach of contractual ethics will lead to removal from the course.**

### Expected Learning Outcomes

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

- Perceive human needs with empathy and develop socially responsible attitudes toward social problems and, in particular, "special needs" populations in society;

- Skills in identifying and clarifying the specific ethical concerns that emerge as a result of the unique nature of the helping relationship;
- A deeper understanding of the professional skills, competencies, and challenges unique to the process of becoming an ethical practitioner;
- The ability to mobilize values, beliefs, needs, and goals in order to further the healthy development of individuals, groups, or programs.

**Textbooks:** Sweitzer, H.F., & King, M.A. (2014). *The successful internship: Personal, professional and civic development in experiential learning (4<sup>th</sup> edition)*. CA: Brooks/Cole

## Course Schedule

Sept. 11 <sup>th</sup>	Preparing for your practicum (Chp. 1). <b>Time &amp; self-care schedule commences.</b> Framing your experience (Chp.2) <b>INTRODUCTION TO MBTI</b>
Sept. 18 <sup>st</sup>	Ethical and Legal Issues (Chp. 13) Ethical dilemmas to be handed out in class <b>MBTI completed</b>
Sept 25 <sup>th</sup>	<b>MBTI Debrief – MANDATORY CLASS</b>
Oct. 2 <sup>nd</sup>	Tools for staying engaged (Chp. 3) Exercise: Knowing yourself in relation to Diversity Due (Will be discussed in class) Starting to understand yourself (Chp.4) Pg. 110: Reality checks on Worldviews (Will be discussed in class)
<b>Oct.1 6<sup>th</sup></b>	Dealing with Stress and Self-Care <b>Self-Care increase to six hours per week</b>
Oct. 23 <sup>rd</sup>	Remaining engaged and moving forward (Chp. 8, 9) Exercise page 232: How do you react to Life Situations? (Will be discussed in class) In class and In Journal: Page 277 Perspective Taking. (Will be undertaken within the class).
Oct. 30 <sup>th</sup>	<b>MBTI – THE GRIP –MANDATORY CLASS</b> <b>Written Assignment Due</b>
<b>Nov. 6<sup>th</sup></b>	Fall modular Break – no class
Nov 13 <sup>th</sup>	Getting to know the clients and Appreciating Differences (Chp. 7) Risks – Personal Safety Plan (Page 201 will be discussed in class)
Nov. 20 <sup>th</sup>	DEVELOPING ALL ASPECTS OF SELF-TYPE DEVELOPMENT. (FLEX and Management of GRIP)
Nov. 27 <sup>th</sup>	Saying Goodbye: Closing Cases and Finishing the Practicum (Chapter 14)
Dec. 4 <sup>th</sup>	Frustrations, Lessons, & Discoveries: Yourself, your clients, organizations and society Assigned questions due in class Drop off of assignments, journal and supervisor’s evaluations if completed

Please ensure you have assigned chapter readings completed **before** class as well as assigned exercises from the text/class.

## Requirements:

### MBTI:

- Sept. 11<sup>th</sup> - Introduction to MBTI
- Sept. 18<sup>th</sup> MBTI completed
- Sept. 25<sup>th</sup> MBTI Debrief **This is a mandatory class**
- Oct. 30<sup>st</sup> MBTI – The GRIP **This is a mandatory class**

### 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.

In addition, each week you will be responsible for finding a journal article or book chapter related to your practicum setting. You will need to summarize the reading's main points and discuss how it applies to your practicum experience. Please ensure that you provide a 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: MBTI –PERSONALITY STRESS INTERACTIONS–

Utilizing the behavioural charts you have filled out during the semester (e.g., sleep, eating, spending, self-care time, and exercise), 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? Analysis no more than 8 pages. APA formatting required for this paper.

### **Submission of Assignments:**

Assignments may be handed in or emailed. **All emailed assignments must be password protected** to maintain confidentiality. Latest APA formatting is required.

### **Summary of Requirements:**

1. Completed Portfolio (10%)/Interviews (10%) (20% in total) **(Due Sept. 11<sup>th</sup>)**
2. Completed Evaluation Form by Practicum Supervisor (20%) **(Due Dec.11<sup>th</sup> )**
3. Preparation, Class Contributions and Peer Group Contribution Participation (20%)
4. MBTI\*Personality Evaluation (20%) **(Due Dec.11<sup>th</sup>)**
5. Self-Evaluation Form and Journal (20%) **(Due Dec.11<sup>th</sup>)**

**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.

## Grading Rubric:

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., APA, ) and other formatting particulars (i.e., page length, font size, margins)
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved



- Write/describe in **detail** (positives/negatives of the events and what you learned)
  - Tell me why this learning was important for you
  - Consider any skill development that resulted from this experience
  - Remember you need to focus on **your Internal Observations**
    - Consider your emotional reactions, cognitions or behaviours to events/ main ideas/concerns/lessons
    - You are to explore your own internal world in order to increase self-awareness and understanding
    - For example, I want you to consider your changing abilities over the practicum and the successes/ difficulties you experience in relation to a certain issue/experience
3. Note Questions, Ideas and Discoveries –
- Questions about more professional aspects of your practicum environment
  - Discoveries: about clients, skills, ideas for research
  - Ideas: You might use in future for research or continuation on in this field as a career.

Also Included in your Journal:

4. Journal Articles:
- On a weekly basis I want you to find some research or theoretical article that helps clarify some aspect of the practicum for you (10 are needed for the fall)
  - It could relate to:
    - Client population
    - Types of interventions
    - Causes of population’s needs (macro/micro)
  - Try and explore the information out there as much as possible – don’t get 10 articles all on the same topic – for example, get competing therapeutic views
  - Summarize the article briefly and talk to how it helps you understanding your practicum placement better.
  - Please provide an APA citation for the article
5. Commentary on peer groups – your goals, how you’re meeting your goals, your successes, failures and lessons learned.

## Ambrose University Academic Policies:

### 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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of

Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a “Request to Withdraw from a Course” form or by sending an email to the Registrar’s Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### 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 List of Important Dates. 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.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### 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 college. 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.

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