

Course ID:	Course Title:	Fall 2019
BHS 320	Practicum I	Prerequisite: BHS 240; Permission of the Department.
		Credits: <b>3</b>

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Alex Sanderson, PhD	First day of classes:	Wed, Sept 4
Time:	1-2:15pm	Email:	asanderson@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	A2131	Phone:	403-410-2000. ext 5907	Last day to request revised exam:	Fri, Nov 1
Lab/ Tutorial:		Office:	L2101	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	NA			Last day of classes:	Wed, Dec 11

**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:**

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

**Course Schedule**

Sept. 9 <sup>th</sup>	Practicum introduction <b>INTRODUCTION TO MBTI</b>
Sept. 16 <sup>th</sup>	Preparing for your practicum and support from peers (Chp. 3). Time & self-care schedule commences. Working with a Supervisor (Chp. 5) <b>MBTI completed</b>
Sept. 23 <sup>rd</sup>	<b>MBTI Debrief – MANDATORY CLASS</b>
Sept 30 <sup>th</sup>	Ethical and Legal Issues (Chp. 4) Ethical Dilemmas
Oct 7 <sup>th</sup>	Ethics Continued Dealing with Stress and Self-Care (Chp. 8) Exercise: BURNOUT Exercise: COGNITIVE REVIEW Self-Care <b>increase</b> to six hours per week
Oct. 14 <sup>th</sup>	Happy Thanksgiving
Oct. 21 <sup>st</sup>	<b>MBTI – THE GRIP –MANDATORY CLASS</b> Self-care continued
Oct 28 <sup>th</sup>	Self-Care (Chp. 8)
Nov. 4 <sup>th</sup>	Self-Care continued (Chp.8) Risks (Chp. 10)
Nov. 18 <sup>th</sup>	Diversity Considerations in Practice (Chp. 6) (KNOWING YOURSELF IN RELATION TO DIVERSITY) (OBSERVING YOURSELF DEALING WITH DIVERSITY)
Nov 25 <sup>th</sup>	DEVELOPING ALL ASPECTS OF SELF-TYPE DEVELOPMENT. (FLEX and Management of GRIP)
Dec 2 <sup>nd</sup>	Closing Cases (Chp.10) Finishing the Practicum (Chp. 11)
Dec. 9 <sup>th</sup>	Frustrations, Lessons, Discoveries and <b>JOY!</b> (Chp. 12).

## Requirements:

### MBTI:

- Sept. 9<sup>th</sup> - Introduction to MBTI
- Sept. 16<sup>th</sup> MBTI completed
- Sept. 23<sup>rd</sup> MBTI Debrief **This is a mandatory class**
- Oct. 21<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. 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 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 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: 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:**

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

### **Summary of Requirements:**

- Completed Portfolio/Interviews/Journal Reflection (20% in total) **(Due Sept. 16<sup>th</sup>)**
- Completed Evaluation Form by Practicum Supervisor (20%) **(Due Dec.9<sup>th</sup>)**
- Preparation, Class Contributions and Peer Group Contribution Participation (20%)
  - a. Evaluation of Peer contributions due to instructor by **December 9th**
- MBTI\*Personality Evaluation (20%) **(Due Dec.9<sup>th</sup>)**
- Self-Evaluation Form and Journal (20%) **(Due Dec.9<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.

**Peer/Self-evaluation of the quality of participation in discussion/Peer group meetings**

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>

**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 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>B</b> <b>72-85</b>	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
<b>C</b> <b>60-71</b>	Inconsistently achieved - paradigms, theories,	Little to no connection made to the development of	Adequately limited central thesis  Details/synthesis may be repetitious	Several spelling, grammar, and writing errors  Several awkward	Inconsistently achieved

concepts, and empirical research are often summarized or used inaccurately, or not at all.	paradigmatic thought in terms of analyzing or applying the theory/research	or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together	transitions between words, sentences, and paragraphs	
				<i>And so on....</i>

Other:

### Journal Requirements:

Your Journal may be kept in electronic or hard copy. It is important that you use a password to lock your document if you are using an electronic form. All names of clients 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:

1. List day, date hours you were there
  - **Briefly:** Note activities, clients and staff you worked with (any other salient information) – Remember confidentiality – change clients names or list by initials
  - This is important as it is your proof that you have completed your hours.
2. Reflect and Explore – I am looking for depth in this area
  - You need to reflect and explore a main idea/concern/lesson that stemmed from the events you experienced at your practicum on a given day.
    - 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. 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.