



Course Outline

Class Schedule: Mondays, 12:10-3:00pm

Location: University College, Room F-204

Instructor: Daniel Schluter, PhD; <daniel.schluter@utoronto.ca>

Open Office Hours: Tuesdays 9:30am-12:30pm & Thursdays 1:30-4:30pm; or by appointment

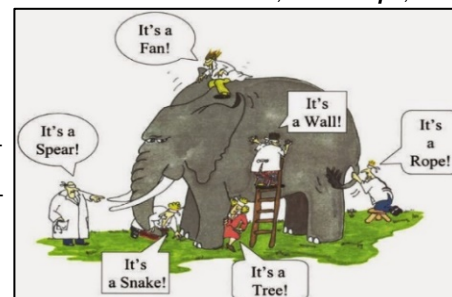
Office Location: University College, Room 356

What are you doing for your Practicum?

As a supplement to formal academic education, several types of so-called 'experiential learning' or 'service learning' opportunities are recommended as an important strategy for successfully preparing students for professional careers, which is achieved by immersing them in either 'real-life' or simulated practice. Akin to, but distinct from, 'on-the-job training' in manual-labour jobs and apprenticeship programs in the skilled trades and craft-work, **internships, practica, preceptorships**, and '**field training**' or '**field placements**' are most common in:

- **teacher education**, which gives either B.Ed. or M.Ed. candidates their first chance to train as student-teachers in elementary, middle-school, or high-school classrooms;
- **counselling psychology**, for which Masters-level and Ph.D. students are trained in the individually-wielded psychotherapeutic skills needed to become independent mental-health practitioners;
- **social work**, which involves mostly M.S.W. students 'shadowing' an independent professional on client visits or role-sharing as a junior member of a service-provision team; and
- **public health**, whereby M.P.H. students gain experience in administrative, organizational, and implementation aspects of health policy as well as exposure to various roles in health-related professions.

Information about standard practices in all of these areas has been plumbed for its usefulness and application to the Practicum experiences arranged by Health Studies students at University College, UoT.

**COURSE WORK & MARKING**

All UC Health Studies students may fulfill a 4-6 month practicum placement with a medical / healthcare / mental-health practitioner or a health-services professional for course credit. Although the majority of time and effort in this course will be spent by students individually in their respective field-practicum placements, **the instructor will hold class six times each term**, to help students to prepare for, reflect on, and evaluate their practicum experiences.

Students should strive to attend all scheduled class sessions, as their goal is to make sure that everyone is ready for his/her practicum placement, that it suits him/her, and to keep-up with and support each other through the academic year. To ensure that all students have the best experience possible, **it is expected that students will actively participate in group discussions and spend some effort to help classmates by talking about one another's expectations and experiences** and this will be one basis for the overall mark students receive in the course.

Required readings will be made available to students via postings on the UoT's Quercus portal page for this course

[<https://q.utoronto.ca/>]. Except for the first week, **all readings must be completed before each class**. Students who haven't read the relevant material, will not be able to contribute their opinions/concerns and won't be in a position to benefit fully from others' perspectives.

In-field **Practicum Supervisors will provide three written evaluations** (2 progress reports and a final summary report) **of each student's performance** on all proposed/required tasks undertaken (including assessment of effort shown, skill displayed, and completion record) as well as quality of work on assigned duties and certification tests taken (if any) during the placement, based on criteria negotiated and agreed-to by both the student and the Supervisor as part of the Practicum Agreement. The course instructor will compile and vet evaluation materials provided by practicum supervisors as the bulk of the course grade, and may need to communicate directly with practicum supervisors to discuss any issues that might arise.

Students must also provide two progress reports about their experience in the practicum and, at the end of the academic year, **prepare their own individual poster presentation** reporting on the HS Practicum experience for the University College Research & Practice Day Exhibition.

Graded Activity	Description	Due Date	% of Mark
Attendance & Participation	Both quality and quantity of class participation will be judged. Listening to issues brought-up by your classmates and offering your feedback to them is important.	Mondays when class meets	10%
Progress Report #1	Students and Supervisors will provide first written evaluation of students' performance on the placement.	around 15 November	20%
Progress Report #2	Students and Supervisors will provide second written evaluation of students' performance on the placement.	on or around 31 January	20%
Draft Poster	Students must produce a substantial draft of their end-of-year poster presenting the effort, process, reward, and result of the HS Practicum placement.	likely* 21 March	10%
Final Poster	Final poster presentation at the University College Research & Practice Day Exhibition.	probably* 25 March * Date not finalized.	20%
Supervisor's Final Report	Practicum Supervisors will provide a summary report covering all aspects of students' performance on the placement.	on or about 04 April	20%

100%

Fall Term 2021

Date	Topic / Issue	Exercises / Activities	Readings / Videos
13 Sept	Class 1 What have I gotten myself into? (What exactly is a practicum, anyway?)	Review Students' Practicum Plans Prepare for Launching Practicum – Review Readings –	<ul style="list-style-type: none"> • Campbell, 2005 "Defining Practicum" pp.11-20 in: <i>Succeeding in Practicum: An APAGS Resource Guide</i>, by MB Madson; KL Chapman, NL Wood-Barcalow, & C Williams-Nickerson, Editors (Washington, DC, USA: American Psychological Association of Graduate Students) • Baird 2005 "Preparation" Ch01 in: <i>The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions</i> (Upper Saddle River, NJ, USA: Prentice-Hall, Inc., pp.01-16) • Healey & Spencer 2008 "Preparing Yourself for the Placement Experience" Ch02 in: <i>Surviving Your Placement in Health & Social Care: A Student Handbook</i> (London, England, UK: Open University Press, pp.07-19)
20 Sept	Class 2 What am I supposed to get out of this? What am I expected to contribute?	Understanding the Social & Professional Environment Knowing the 'Rules of the Road' – Review Readings –	<ul style="list-style-type: none"> • Baird 2005 "Getting Started" Ch02 in: <i>The Internship, Practicum, and Field Placement Handbook</i> (op. cit., pp.17-27) • Roberts, Mitchell, & Reff 2005 "Top Ten 'Things to Know' about Going on Practicum" in: <i>Succeeding in Practicum</i> (op. cit., pp.37-43) • Cooper et al. 2010 "Workplace Literacies" Appendix I in: <i>Work-Integrated Learning: A Guide to Effective Practice</i> (New York: Routledge, pp.191-194) • Walters 2008 "An Introduction to 'Use of Self' in Field Placement" <i>The New Social Worker</i>, 15(4):8-11

Date	Topic / Issue	Exercises / Activities	Readings / Videos
27 Sept	Class 3 <i>How will I know if it is going well or badly?</i>	Rapport with Practicum Supervisor – Review Readings –	<ul style="list-style-type: none"> Rosen, (Undated) "How to be a Good Practicum Student" <i>Counseling Psychology Program Info</i>, (Denton, TX, USA: Texas Woman's University Counseling Center) Healey & Spencer 2008 "Complex Decision-Making & Professional Reasoning" Ch06 in: <i>Surviving Your Placement in Health & Social Care</i> (op. cit., pp.63-76) Hernandez et al. 2014 "Experience Preferred: Insights From Our Newest Public Health Professionals on How Internships/Practicums Promote Career Development" <i>Health Promotion Practice</i>, 15(1):95-99 (Society for Public Health Education)
04 Oct			
11 Oct	Thanksgiving Holiday	– No Classes –	
18 Oct			
25 Oct	Class 4 <i>Am I 'fitting-in' and 'keeping-up'?</i>	10-Min. Reports from Each Student Discussion of Problems/Opportunities, Recommendations on How to Proceed – Review Readings –	<ul style="list-style-type: none"> Goodrich-Liley 2009 "Are You Fit? How is Your Practicum Stamina?" <i>The New Social Worker</i>, 16(4):6-7 Johnson, 2013 "Field Placement Wisdom" <i>The New Social Worker</i>, 20(4):6-7 Healey & Spencer 2008 "Balance & Time Management" Ch07 in: <i>Surviving Your Placement in Health & Social Care</i> (op. cit., pp.77-94)
01 Nov			
08 Nov	Reading Week	– No Classes –	
15 Nov	Class 5 <i>How is it going? (...and what control do I have anyway?)</i>	10-Min. Reports from Each Student Discussion of Problems/Opportunities, Recommendations on How to Proceed – Review Readings –	<ul style="list-style-type: none"> Goodrich-Liley 2010 "Are You a Joy? Coming to or Going From Practicum" <i>The New Social Worker</i>, 17(1):6-7 Routledge 2011 "Making the Workplace (or Field Placement) Work for You" <i>The New Social Worker</i>, 18(3):08-10 Baird 2005 "Self-Care" Ch10 in: <i>The Internship, Practicum, and Field Placement Handbook</i> (op. cit., pp.127-138) Healey & Spencer 2008 "The Personal & Professional Development Process" Ch09 in: <i>Surviving Your Placement in Health & Social Care</i> (op. cit., pp.111-126)
22 Nov			
29 Nov			
06 Dec	Class 6 <i>What have I learned, so-far?</i>	10-Min. Reports from Each Student Discussion of Problems/Opportunities, Recommendations on How to Proceed – Review Readings –	<ul style="list-style-type: none"> Baxter 2013 "What I've Learned About Learning" <i>The New Social Worker</i>, 20(2):6-7 Young 2014 "8 Tips for a New Social Work Intern: What Have You Learned?" <i>The New Social Worker</i>, 21(3):6-7 Healey & Spencer 2008 "Assessment" Ch05 in: <i>Surviving Your Placement in Health & Social Care</i> (op. cit., pp.49-62)

Winter Term 2022

Date	Topic / Issue	Exercises / Activities	Readings / Videos
10 Jan	Class 7 <i>What can I do when problems 'crop-up'?</i>	10-Min. Reports from Each Student Discussion of Problems/Opportunities, Recommendations on How to Proceed – Review Readings –	<ul style="list-style-type: none"> Ombuds Office, University of Western Ontario (Undated) "About my Clinical Placement or Practicum: Guide for Students in Program Placements, Clinics, & Practica" (used by both UWO and Algonquin College) Healey & Spencer 2008 "Supervision" Ch08 in: <i>Surviving Your Placement in Health & Social Care</i> (op. cit., pp.95-110) Baird 2005 "Stress and the Helping Professions" Ch09 in: <i>The Internship, Practicum, and Field Placement Handbook</i> (op. cit., pp.114-126)
17 Jan			
24 Jan			
31 Jan			
07 Feb	Class 08 <i>How do I 'bow-out' gracefully at the end?</i>	10-Min. Reports from Each Student Discussion of Problems/Opportunities, Recommendations on How to Proceed – Review Readings –	<ul style="list-style-type: none"> Baird 2005 "Closing Cases" (Ch12) and "Finishing the Placement" Ch13 in: <i>The Internship, Practicum, and Field Placement Handbook</i> (op. cit., pp.150-165) UBC Program in Social Work (Undated) "Ending Well in Practicum Checklist: Preparation & Transition" (University of British Columbia)
14 Feb			
21 Feb	Reading Week	– No Classes –	
28 Feb			
07 Mar	Class 09 <i>Summing Things Up</i>	10-Min. Reports from Each Student Discussion of Achievements, Activities, & Learning while on Practicum – Review Readings –	<ul style="list-style-type: none"> Ramsey 2006 "What is 'reflective learning'?" pp.5-12 in: <i>Introducing Reflective Learning</i> (London, England, UK: The Open University Business School) Unit for the Enhancement of Learning & Teaching (UoELT) UoFk (aft2004) <i>Reflective Learning and Writing</i> (Kent, England, UK: University of Kent)
14 Mar	Class 10 <i>Content & Design Elements of a Good Academic Poster</i>	Poster Planning & Design: Text Content vs. Info-Graphics, & Lay-Out/Arrangement of a Poster	Videos on How to Create an Academic/Professional Poster: https://www.youtube.com/watch?v=A4qXONix2aQ http://www.youtube.com/watch?v=m02leV4gxgE https://www.youtube.com/watch?v=syo7_lfcFgU
21 Mar*	Class 11 <i>Poster Consultations</i>	–Draft Poster Due– Consultation on Draft Posters from Instructor & Classmates	<ul style="list-style-type: none"> Baird 2005 "Frustrations, Lessons, Discoveries, & Joy" Ch14 in: <i>The Internship, Practicum, and Field Placement Handbook</i> (op. cit., pp.166-170) Fong, et al. 2018 "When feedback signals failure but offers hope for improvement: A process model of constructive criticism" <i>Thinking Skills and Creativity</i> 30:42-53
Fri 25 Mar*	Class 12 <i>Poster Presentations</i>	–Final Poster Due– UC Research & Practice Day	* Note that this date has not been finalized. The location/venue and timing of this event may be changed.