



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
40 Westmount Road North  
Waterloo, ON Canada N2L 3G4  
Phone: 519-884-4404 | [uwaterloo.ca/renison](http://uwaterloo.ca/renison)

## Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

## Winter 2023

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**Course Code:** SDS 496R

**Course Title:** Applied Apprenticeship

**Class Times/Location:** Every Other Tuesday 11:30 am – 2:20 pm (REN 2918)

**Instructor:** Dr. Jim Perretta, Registered Clinical Psychologist

**Office Hours:** After class or upon request

**Email:** [jim.perretta@uwaterloo.ca](mailto:jim.perretta@uwaterloo.ca)

### Course Description:

Students will complete an unpaid apprenticeship in an applied setting for 10-12 weeks (5-8 hours per week for a minimum of 70 hours over the term). Students will also meet for interactive seminars every other week, which will include opportunities for self-reflection and discussions of apprenticeship experiences and structured topics (e.g., ethics and communication skills). Regular attendance at the placement and seminars is a course requirement.

### Course Objectives and Learning Outcomes:

1. To provide students with a meaningful placement experience where they can apply their academic knowledge and develop practical skills relating to their future career interests.
2. To promote integration of self-reflection, academic knowledge, problem solving, and practical experience in a stimulating learning environment.
3. To provide students with an opportunity to make a positive contribution to society and develop a realistic view of work environments through the apprenticeship setting.

## Course Outline

| Week | Date    | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Jan. 10 | <b>Goal Setting / Self-Reflective Practice</b><br>Hickson, H. (2011). Critical Reflection: Reflecting on learning to be reflective, <i>Reflective Practice, 12 (6)</i> , 829-839.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2    | Jan. 24 | <b>Code of Ethics</b><br>Ontario College of Social Workers and Social Service Workers. (2017). Code of ethics and standards of practice handbook (Second Edition).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3    | Feb. 7  | <b>Communication Skills</b><br>Dinham, A. (2006). A review of practice of teaching and learning of communication skills in social work education in England. <i>Social Work Education, 25 (8)</i> , 838- 850.<br>* Student Presentations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4    | Feb. 28 | <b>SWOT Analysis</b><br>Westhues, A., Lafrance, J., & Schmidt, G. (2001). A SWOT analysis of social work education in Canada. <i>Social Work Education, 20 (1)</i> , 35-56.<br>* Student Presentations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5    | Mar. 14 | <b>Self-Care in Helping Professions</b><br>University of Buffalo School of Social Work: Introduction to Self-Care. Taken from:<br><a href="https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html">https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html</a><br>University of Buffalo School of Social Work: Self-Care Assessment. Taken from:<br><a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf</a><br>University of Buffalo School of Social Work: Understanding the Sources of Burnout. Taken from:<br><a href="http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/readings/understanding-the-sources-of-burnout.pdf">http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/readings/understanding-the-sources-of-burnout.pdf</a><br>* Student Presentations |
| 6    | Mar. 28 | <b>Review Goals</b><br>* Student Presentations<br>* <i>Due: Final Placement Evaluation</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

### COURSE RESOURCES

There is no **required textbook** for this course. However, there are assigned readings on **Course Reserves**. Students may develop their own resources for their class presentation.

## **GRADING POLICY**

Evaluation of the student's performance is continued throughout the course. Students who successfully meet the requirements within each of the areas will receive a credit standing in the course. The areas include:

1. Satisfactory ongoing performance in the apprenticeship setting and final evaluation
2. Participation in seminar discussions and assignments
3. **Power Point presentation** on your placement experience (roughly 10-12 minutes – date to be determined). You will briefly describe your placement, outline your role/activities, share some observations about the organization/client groups/yourself, and identify some of the positives and the challenges in the placement. You may link certain topics to content from SDS 496R (e.g., code of ethics, self-reflective practice) or from other classes.
4. **Two reflective papers** (one midterm paper – due by Feb. 18<sup>th</sup> - and one final paper – due by Apr. 15<sup>th</sup>). The first paper will be 2-3 pages (double-spaced) and you will reflect on a situation in your placement that challenged or surprised you in some way. The final paper will be 4-5 pages (double-spaced) and you will reflect on the goals of your placement, the activities you accomplished, and what you have learned personally and professionally as a result of your placement.

## **ATTENDANCE POLICY**

Attendance and participation in the biweekly seminars are mandatory. Students who miss a seminar must have a valid reason and must notify the instructor as soon as possible. Supporting documentation is required. **NOTE: STUDENTS WHO MISS MORE THAN ONE SEMINAR WILL BE REQUIRED TO WITHDRAW FROM THE COURSE.**

Regular attendance at the placement is required. **NOTE: STUDENTS WILL BE REQUIRED TO MAKE UP ALL TIME MISSED AT THE PLACEMENT**

### **Late or Incomplete Work**

Students should make every effort to submit their assignments on time. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

### **Electronic Device Policy**

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning.

Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

### **Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

### **Accommodation for Illness or Unforeseen Circumstances**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing assignments. See [Accommodation due to illness](#).

### **Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should

refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department's administrative assistant, or Academic Advisor, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

**Academic Integrity Office (UWaterloo):** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

### **Accommodation for Students with Disabilities**

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

### **Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)

- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: [ok2bme@kwcounselling.com](mailto:ok2bme@kwcounselling.com) Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

## **A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.