

Course Equivalencies

(As of January 19, 2012)

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MUNFA

BSW PROGRAM

Field Internships:

Course	Equivalency
3300 – Social Work Practicum 1	1/3 of a course per student
4302 – Social Work Practicum 2	1/3 of a course per student

MSW PROGRAM (CURRENT)

Field Internships:

Course	Equivalency
6917 – Practicum Supervision	1/3 of a course per student

Other (equivalency based on computation of average hours for course):

Course	Equivalency
6000/6417 - Pathway + Pathway Scholarship	1/6 of a course per student
MSW Thesis	1/3 of a course per student

MSW PROGRAM (PRE-2011-2012)

Course	Equivalency
6432 – Research Internship	1/9 of a course per student
6912 - Advanced Clinical Practice Internship Supervision	1/3 of a course per student
Field Liaison	N/A due to hiring of 3 Field Education Co-ordinators

PHD PROGRAM

Course	Equivalency
7310 – Tutorial on Field of Practice	1/3 of a course per student
7910/20/30 – Internship	1/3 of a course per student
PhD Supervisor	1 course per student
Examination of Dissertation*	1/12 of a course per student
Examination of Comprehensive Exams*	1/12 of a course per student

- ◆ PhD supervisors receive an equivalency/remuneration (1 course per student) which encompasses the committee work involved in examining the Dissertation and Comprehensive exam. As such, additional remuneration for the committee work does not apply.
- ◆ The work of the Dean or delegate (PhD Chair or Associate Dean, Graduate Programs & Scholarship) must sit on a comprehensive exam committee as a part of their role and no additional remuneration applies.

In all instances, remuneration for the supervision of students should be processed upon *completion* of the supervision and a grade has been submitted.

NOTE: In accordance with Clause 3.16 of the MUNFA Collective Agreement, the above equivalencies may be altered within sixty (60) days of the signing of the Collective Agreement: <http://www.mun.ca/munfa/collagree.htm>

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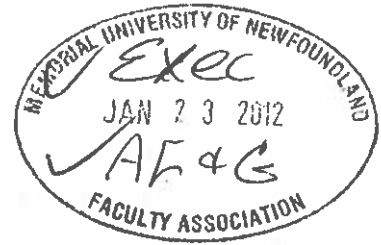
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A-11-08



School of Social Work

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January 19, 2012

To: All Academic Staff Members in the School of Social Work

From: Alean Al-Krenawi, Dean, School of Social Work

SUBJECT: Course equivalencies in the School of Social Work

On August 17, 2010, I received a report from a Special Committee composed of elected and appointed faculty members who made recommendations regarding course equivalency in the School of Social Work. This Committee was established under clause 3.17 of the MUN-MUNFA Collective Agreement. The Committee consisted of Drs. M. Devine, S. Ellenbogen, R. Klein, D. Mullings, and Prof. J. Parsons. The Committee consulted with faculty members in the School of Social Work and prepared a series of recommendations regarding course equivalencies. Previous committees prepared similar reports in 2003 and 1996.

I am writing this memo in accordance with clause 3.17(b) of the MUN-MUNFA Collective Agreement, to inform you of my determinations regarding course equivalencies.

I am pleased to advise you that I am in substantial agreement with the Committee's recommendations (please see their attached report). I accept the recommendations made by the committee with the following exceptions on page 3, Section (4), under the heading "Other (equivalency based on computation of average hours for course)".

My determination is as follows:

Course	Students
Pathway + Pathway Scholarship	6 per course
MSW Thesis	3 per course

On page 4 of their August 17, 2010 report, the Committee made recommendations regarding the teaching norm in the School of Social Work. It is my understanding that the establishment of teaching norms is subject to a separate process under clause 3.09 of the MUN-MUNFA Collective Agreement. Therefore, I am unable to address this recommendation as part of my determination on course equivalencies.

I would like to thank the members of the Special Committee for their work and their comprehensive report. I apologize for the delay in making my determinations. I look forward to working with each of you throughout the coming year.


Alean Al-Krenawi

Enclosure

cc Dr. David Wardlaw, Vice-President (Academic) and Provost
Dr. Donna Hardy-Cox, Associate Dean, School of Social Work
Prof. Janice Parsons, Associate Dean, School of Social Work
Mr. Morgan Cooper, Director, Office of Faculty Relations
MUNFA

TO: Alean Al-Krenawi
Director

FROM: Course Equivalency Committee
(M. Devine, S. Ellenbogen, R. Klein, D. Mullings, J. Parsons)

DATE: August 17, 2010

SUBJ: Course Equivalencies

The Course Equivalency Committee established under Article 3.17 of the Collective Agreement commenced work on June 28, 2010. The Committee consulted faculty members in the School of Social Work and reviewed previous reports and correspondence regarding course equivalencies. We are now prepared to offer our recommendations regarding course equivalencies for the School.

CONTEXT

Course equivalencies in the School of Social Work were established in 1996, as reflected in a report submitted to the Director on April 25, 1996, by the Special Committee on Course Equivalency. In its report, the committee systematically laid out the hours devoted to each type of course offered in the School of Social Work. Courses offered in the undergraduate program were divided into four categories: 1) Service course or professional practice – knowledge based course; 2) Practice – knowledge with some practice skill; and 3) Practice – skill courses with significant evaluation of skill; and 4) Field internships. Course enrolments for each type were computed based on a formula that indicates a faculty member is expected to devote 129.79 hours per course per semester. The actual hours devoted to each course ranged from 153.5 hours to 168.5. The Committee reviewed this report and decided the computations done in 1996 continue to apply today.

The 1996 report also considered graduate courses. It distinguished between three types of MSW courses: 1) Practice – Knowledge with some practice skill; 2) Other courses such as research and critical thinking; and 3) Field internships. Subsequently, in a memo dated January 10, 2003, the Director set the equivalency for research internships. PhD courses were also addressed in the 1996 report. The report set equivalencies for the PhD courses, PhD tutorials, PhD internships, and PhD dissertations. As was the case with undergraduate

courses, the time needed to teach a graduate course was in excess of the 129.79 hour per course benchmark – in actuality taking between 166.5 hours and 183 hours.

RECOMMENDATIONS

The Committee opines the 1996 report and 2003 memo are the foundation for determining course equivalencies. Based on this report, we recommend the following:

BSW Courses

1) Service course or professional practice – knowledge based course:

Course	Students
1710 - Intro	35 without a student assistant Up to 50 with a student assistant
2211 - Theories	30 (may be revised after consultation with faculty about content and expectations, specifically the balance between theory and practice skill)
3221 - Human Dev	30 (may be revised after consultation with faculty about content and expectations, specifically the balance between theory and practice skill)

2) Practice – knowledge with some practice skill:

Course	Students
2520 - Policy	20
2711 - Soc Justice	20
3221 - Human Dev	30
3521 - Org Dev	20
3720 - Ethics	20
4312 - Community	20
4314 - Family	20
4317 - Child Welfare	20
4321 - Child Prot	20
4322 - Mental Health	20
4323 - Addictions	20
4410 - Research	20
4620 - Gerontology	20

3) Practice – skill courses with significant evaluation of skill:

Course	Students
2320 - Assess/Interv	16
2321 - Change	16

3311 – Indiv Counsel	16
4313 – Groups/Teams	16

4) Field Internships:

Course	Students
Field liaison	9 per course
Field supervision	3 per course

MSW Courses

1) Practice – Knowledge with some practice skill:

Course	Students
6313 – Indiv and Families	12
6314 – Diverse Communities	12
6315 – Groups	12

2) Other courses such as research and critical thinking

Course	Students
6012 – Critical Thinking	12 (optimum); 15 (maximum)
6014 – Leadership in Soc Justice	12 (optimum); 15 (maximum)
6413 – Research	12 (optimum); 15 (maximum)

3) Field Internships:

Course	Students
Field supervision	3 per course

4) Other (equivalency based on computation of average hours for course):

Course	Students
Pathway + Pathway Scholarship*	3 per course
MSW Thesis	2 per course

* Hours spent on pathway include the following and total 183 hours per three students (50% greater than the course equivalent of 129.75 hours):

-3 individual meetings of 1.5 hours per semester times 6 semesters (plus preparation time of 1 hour per meeting) = 7.5 hours per student/semester; 45 hours per student/course (135 hours per three students);

-2 group meetings of 1 hour per semester (plus preparation time of 1 hour per meeting) = 4 hours per semester; 24 hours per course;

-Review and grading of student written work = ~8 hours per student; 24 hours per three students

PhD Courses

Course	Students
All courses	9 per course
7310 – Tutorial Field of Practice	3 per course
7910/20/30 – Internship	3 per course
Dissertation supervisor	1 course
Examination of dissertation	12 per course
Examination of comprehensive exams	12 per course

Teaching Norm

The School of Social Work is one of only two academic units on the St. John's campus with a teaching norm of six (per Appendix E of the Collective Agreement). The teaching norm in other professional schools is either 4 (i.e., Medicine, Pharmacy) or 5 (i.e., Nursing, Business, Education). In actuality, the teaching load in the School of Social Work has, in practice, been five courses per year for the past seven or eight years.

Based on what has become the School's practice, and on the fact that the 1996 report on course equivalency indicates actual time devoted to teaching per course is 20 – 25% greater than time allotted per hours paid to work, we strongly recommend the Director declare a teaching norm of five courses, per Article 3.09 of the Collective Agreement.

CLOSING

We trust our recommendations are acceptable to the Director and will be implemented in the next round of teaching assignments. We welcome an opportunity to meet to discuss our recommendations and answer questions, should that be helpful. We are particularly concerned about agreement on the workload equivalency of the Pathway/Pathway Scholarship given that the level of workload credit will determine whether Pathway will proceed as conceived, or will need to be revised to fit within the workload credit given. The finer details of Pathway's implementation will be on the Graduate Studies Committee's agenda in Fall 2010.

cc: Faculty members, School of Social Work
Ellen Oliver, Past Acting Director