
Course Outline

INSTRUCTOR:	Dana Jennejohn, MSW, RSW
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OFFICE HOURS:	By appointment M-F 9:00 am-5:00 pm
OFFICE LOCATION:	A2011
CLASSROOM:	Skills Review: A2101 September 2 nd , T1023 September 3 rd Integrative Seminar: A2605
DATES:	September 2 nd 2025 – December 19 th 2025

UNIVERSITY OF REGINA COURSE DESCRIPTION

Students, with support of agency supervision, will become directly involved in social work services and systems within the community, and experience professional practice. Seminars assist in the integration of theory and practice through sharing of experience and knowledge.

ADDITIONAL YUKON UNIVERSITY BSW COURSE DESCRIPTION

The practicum experience helps students link the social work courses to direct social work practice. The practicum occurs under the combined supervision of a designated social work supervisor in the agency and the practicum placement coordinator from Yukon University.

COURSE REQUIREMENTS

Prerequisite(s):

- SW 200, SW 390, SW 346, SW 347 & 348.
- Minimum GPA of 70% in the social work portion of the program courses.
- Completed practicum application package: 1) RCMP Criminal Record Check (CRC) within six months of the practicum start date 2) current resume, 3) statement of learning objectives, and 4) signed *Practicum Application Student Disclosure for Personal Readiness Factors* form.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

UR LEARNING OUTCOMES

By the end of this course, the student should be able to:

- apply social work practice skills in the planned change process, including engagement, assessment, planning, implementation/intervention, evaluation and termination
- demonstrate entry level social work skills and competencies
- describe the field placement in terms of philosophy, structure, policies, and relationship with clients and the community
- integrate theory and practice in a specific problem area
- critically analyze the placement experience in terms of personal values, impact and reactions and in terms of social work knowledge, skills, and ethics

COURSE FORMAT

Breakdown of Instructional Hours

Skills Review: September 2nd 9am to 2:30 pm
 September 3rd 9am to 4pm

Practicum Days: Mon, Tues, Thurs, Fri – full days, Wednesday afternoons
Start Date: September 4th Finish Date: Dec 19th

Integrative Seminar: Wednesdays 9am – 12pm
Start Date: September 10th Finish Date: December 10th (Practicum Lunch)

Delivery Format

This course will be delivered in face-to-face format, with potentially one or two synchronous online Integrative Seminars.

The mandatory two-day Skills Review and Practicum Orientation provides an introduction and overview to the practicum experience. This session helps prepare students for their practicum and is designed to:

1. Assist students in self-assessment of their current level of knowledge and skills, as well as to set goals to for improvement and new learning.
2. Help students clarify learning activities to demonstrate competencies outlined in the *Learning Agreement*;
3. Review student's hopes and expectations of the practicum placement and practicum supervisor;
4. Review social work ethics and how they relate to the practicum experience;
5. Identify and review practice skills that will be required of the student for the practicum placement.

In the practicum placement, students are expected to function as an entry-level, generalist social work professional. Students usually carry some responsibility for direct practice that may include working with individuals, families, groups, and/or interagency professionals in the community, community development, policy practice, and/or research. Students are expected to take responsibility for personal and professional learning.

The Integrative Seminars are three hours on Wednesday mornings. The purpose of these seminars is the

enhancement of professional growth through the exchange of information and knowledge that is generated by the practicum experiences. The methods used to facilitate learning in the seminar will include group processes, personal reflections, guest speakers, student-led discussion, and experiential activities.

EVALUATION

Assignments	50 % of final mark. 70% for pass.
Practicum Evaluation	50 % of final mark. 70% for pass.
Participation and Attendance	See policy
Total	100%

SW 448 consists of six mandatory components which must be successfully completed to achieve a pass:

- 1) Satisfactory attendance and participation in a two-day practicum orientation/skills review prior to commencement of practicum.
- 2) Satisfactory attendance and participation in weekly integrative seminars.
- 3) Satisfactory attendance and participation in practicum agency. 475 hours.
- 4) Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure, assess, reflect and provide feedback on student's experience of the practicum placement.
- 5) Completion of *Learning Agreement* activities to demonstrate competencies. Students must achieve an average of 70% (3.5 on a 5 point scale) on their final evaluation.
- 6) 70% final mark on written assignments described in this course outline.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UR websites for important dates. Each institution has different deadlines for refund and withdraw deadlines.

TEXTBOOKS & LEARNING MATERIALS

SW 448 students should have copies of all the required texts from previous courses.

Baines, D. (Ed.). (2017). *Doing Anti-Oppressive Practice*. (3rd ed.). Canada: Fernwood Publishing.

Canadian Association of Social Workers (CASW). (2024). *Code of ethics*. Ottawa, ON: Author.

Canadian Association of Social Workers (CASW). (2024). *Guidelines for ethical practice*. Ottawa, ON: Author.
(The CASW documents are available on-line at: www.casw-acts.ca)

Dolgoff, R., Loewenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.

Garthwait, C. L. (2021). *The social work practicum: Preparing for Practice* (8th ed.). United States: Pearson Education, Inc..

Ivey, A., Ivey M. & Zalaquett C. (2023). *Intentional interviewing and counselling. Facilitating client development in a multicultural society. (10th ed.)*. Cengage Learning

Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice. (8th ed.)*. Canada: Cengage Learning.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC AND STUDENT CONDUCT (UNIVERSITY OF REGINA CALENDAR)

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;

- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;

- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

SOCIAL WORK STUDENT CONDUCT

Upon admittance into the BSW Program, students must review and affirm their understanding of the BSW Student Professional Code of Conduct Agreement. A copy of this can be found on Moodle or more information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required

between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

CONFLICT OF INTEREST

Conflict of interest with the practicum placement may interfere with the completion of a student's practicum. *Students need to discuss any possible or potential conflicts of interest with the practicum placement coordinator **prior** to the start of the practicum whenever possible **and/or** at any point during their practicum.* A possible conflict of interest may result from a student's current or previous employment, personal relationships, and/or activities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

ASSESSMENTS and ASSIGNMENTS

Attendance and Participation

Attendance and participation are an expectation of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, attendance required, and full engagement in experiential learning within class time is mandatory.

"Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination" (University of Regina, 1996-97, p. 19).

Excessive absences from practicum and/or seminar may result in a failed grade. Students are not permitted to miss more than TWO Integrative Seminars. Students must attend both full days of the Practicum Skills Review. Students may miss TWO days of the practicum placement without having to make up missed hours.

Any absence from the practicum must be reported to the agency and the Bachelor of Social Work office (668-8845) or the Practicum Coordinator (668-8746) prior to the day to be missed or the morning of the day to be missed in the case of illness or bereavement. Students must meet the 475 hour requirement, less two days if needed.

Students should **NOT** make independent arrangements with the practicum supervisor for absences, change of shifts, different hours of work, travel or holiday plans, or for extending the practicum past the end date without

prior consultation and written approval of Practicum Coordinator.

Tracking Practicum Hours

Students are required maintain records of their practicum hours and submit this information via one of the Practicum Hour Tracking Documents available on Moodle at the midterm and final evaluation meetings or as requested by the Practicum Coordinator or Supervisor.

Readings

Students will be expected to read books and articles specifically related to their practicum placement and for each Integrative Seminar. Students will be required to bring readings to the course for discussion.

Practicum Meetings

The student, Practicum Supervisor, and Practicum Coordinator will meet to plan for the practicum learning, support and provide feedback to the student's throughout the semester.

Initial Meeting

The meeting provides an opportunity to identify learning activities to demonstrate the required competencies identified in the *Learning Agreement*. The student and Practicum Supervisor must have a draft version of this document prior to the meeting with the Practicum Coordinator. This document will form part of the evaluation of the student's performance in the practicum. **Student Preparation for Initial Meeting:**

1. Meetings will take place via Zoom or at the practicum agency. Ensure a room is booked that is suitable for Zoom or in-person meetings for the meeting.
2. Start by working on your own, to complete a draft of the Learning Agreement. Use the resources available in Moodle and the course texts to assist you.
3. Review the draft Learning Agreement with your Practicum Supervisor. Discuss potential learning experiences and your hopes/objectives for learning and add/edit the document to reflect the discussion.
4. Email the draft Learning Agreement to the Practicum Coordinator two days prior to the Initial Meeting.

Mid-Term Evaluation

This meeting provides an opportunity to seek feedback and provide feedback to/from/between the Practicum Supervisor, the Practicum Student and the Practicum Coordinator. Students may discuss how the practicum is proceeding including reflections on learning, consider any issues or questions relevant to the practicum, and plan learning activities for the second half of the practicum.

The mid-term evaluation meeting will include a review and discussion of the following documents: Practicum Hour Tracking Document, Logs or Supervision Summary Sheets, Learning Agreement, Student's Supporting Written Statement for Midterm Evaluation, and the completed Midterm Evaluation Form. **Student Preparation for Midterm Evaluation Meeting:**

1. Review the step-by-step instructions on the Practicum Student Evaluation Form.
2. Meetings will take place via Zoom or at the practicum agency. Ensure a room is booked that is suitable for Zoom or in-person meetings for the meeting.
3. Students set up a time to review Practicum Student Evaluation Form with the Practicum Supervisor, in advance of the meeting with the Practicum Coordinator.
4. Students write the Supporting Written Statement for Midterm Evaluation and provide a copy to the practicum supervisor, in advance of meeting with them.

5. Students complete the Practicum Student Evaluation together with their Practicum Supervisor, using Logs or Supervision Sheets, Learning Agreement and your Supporting Written Statement for Midterm Evaluation.
6. Email the five following documents to the Practicum Coordinator at least one day in advance of the Midterm Evaluation Meeting: updated Learning Agreement, completed Mid-term Evaluation Form, Logs or Supervision Summary Sheets, Practicum Hour Tracking Document and Supportive Written Statement for Midterm Evaluation.

Final Evaluation

Students must achieve an average of 70% (3.5 on a 5 point scale) on their final evaluation. The final evaluation meeting will include a review and discussion of the following documents: Practicum Hour Tracking Document, Logs or Supervision Summary Sheets, Learning Agreement, Student's Supporting Written Statement for Final Evaluation and the completed Final Evaluation Form. **Student Preparation for Final Evaluation Meeting:**

1. Review the step-by-step instructions on the Practicum Student Evaluation Form.
2. Meetings will take place via Zoom or at the practicum agency. Ensure a room is booked that is suitable for Zoom or in-person meetings for the meeting.
3. Set up a time to review Practicum Student Evaluation Form with the Practicum Supervisor, in advance of the meeting with the Practicum Coordinator.
4. Write the Supporting Written Statement for Final Evaluation and provide a copy to the practicum supervisor, in advance of your meeting with them.
5. Complete the Practicum Student Evaluation together with the Practicum Supervisor, using Logs or Supervision Sheets, Learning Agreement and your Supporting Written Statement for Final Evaluation.
6. Email the five following documents to the Practicum Coordinator at least one day in advance of the Final Evaluation Meeting: updated Learning Agreement, completed Final Evaluation Form, Logs or Supervision Summary Sheets, Practicum Hour Tracking Document, and Supportive Written Statement for Midterm Evaluation.

Learning Agreement

This document is generated by the student in consultation with the Practicum Supervisor and other agency staff. The document outlines the competencies that emerging social workers must demonstrate, the activities the student will undertake to obtain them, how their progress will be measured and evaluated.

Due: September 24th 9am Submit via email.

Logs or Supervision Summary Sheets

Students are required to keep a either brief weekly log or summary of the supervision meetings using one of the formats provided on Moodle. The purpose of keeping a record of either your weekly activities or supervision is to assist you in preparing for the evaluation meetings and have a record of your work in the event there are discrepancies or concerns. Confidential information must NOT be contained in either record (no identifying data, no specific details of clients, etc.). The logs are submitted at the time of the midterm and final evaluations.

Assignments

All the assignments must be completed to successfully complete the practicum. **Students must achieve a final mark of 70% on their written work in order to achieve a Pass in this course.** All assignments must be typed and

double-spaced and use APA format and referencing.

Competence in Writing:

Competence in writing is expected in courses at this University. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (University of Regina General Calendar)

1. **Practicum Learning Synthesis**

Due:	#1 Monday, October 6 th	9am via email	35% of Final Mark
	#2 Monday, December 1 st	9am via email	35% of Final Mark

**** PLEASE DO NOT WRITE THE SYNTHESIS ON TOPICS EXPLORED IN THE AGENCY ANALYSIS**

This assignment is designed to help you to:

- critically examine your practice experience
- make links between research and practice
- identify and discuss the essential elements of social work practice
- identify use of knowledge, skills, and reflective processes that will enhance professional competence
- enhance self-awareness by thinking about reflections over a period of time
- raise and answer questions about practice and policy issues
- identify personal strengths and areas for growth

Students are encouraged to pick one or two themes to explore in each Learning Synthesis. Suggested topics include, but are not limited to:

- Identify and discuss ethical issues in your social work practicum setting.
- Use a framework to discuss and resolve a specific practice dilemma.
- Research and discuss best practices for effective practice in your social work practicum setting – this can include areas for assessment as well as specific interventions for individuals or groups.
- Research and discuss a social work topic related to the needs/services/clients of your practicum agency.
- Identify how practice is measured and evaluated in your social work practicum field of practice.
- Identify and discuss key social issues impacting clients in your social work practicum setting. Identify how social policy might address these issues.
- Exploring the difference between your personal and professional self – explore personal feelings, biases and values that may impact your work with clients.

Evaluation criteria:

- Each submission should be no more than 10 pages plus title and reference pages.
- **Academic references to support and enhance discussions and APA format are expected for all submissions. Each synthesis must have a minimum of 7 references, including 4 peer reviewed references in addition to any references from the required readings or text books.**
- The Learning Syntheses should demonstrate the application of in-depth, insightful, and analytical thinking skills to your practicum experiences.

- The practicum experience should be explored and integrated with course materials, as well as additional relevant references as per assignment description.
- Evaluation of the assignment will also be based on the student's demonstration of:
 - integration of social work theory and knowledge with the practicum experience
 - integration of social work ethics in the practicum
 - awareness of areas for advocacy or social change efforts
 - understanding the practicum agency's philosophy, relationships with clients, and role within the community
 - growth in self-awareness (thoughts, emotional responses, behaviours, values, beliefs, and assumptions)
 - analytical skills
 - competence in writing
- Work demonstrates critical analysis, detailed and specific critical reflection on positionality (social/political location) when applicable to the assignment, as well as consideration of relevant contexts and ideologies. Explicit and specific connections are drawn between the personal and the political.
- University of Regina grading criteria rubric.

3. Agency Analysis and Presentation

Part I: Agency Analysis

30% of final mark.

10 pages MAXIMUM (plus title and reference pages).

Due: Monday, November 3rd 9 am via email

Each student will prepare a written description and analysis of their practicum agency, with the focus the analysis component. **The analysis of the agency (service delivery, policies, gaps in service, strengths, challenges, etc.) should be carried through the entire paper/discussed in each section.** The paper should be a maximum of 10 typed and double-spaced pages in length, plus title and references. It is important that you talk with several staff in the preparation of this assignment and obtain your supervisor's permission for the presentation component of this assignment. **Academic references to support and enhance discussions and APA format are expected for all submissions. Each synthesis must have a minimum of 7 references, including 4 peer reviewed references, in addition to any of the sources below, required readings or text books for the course.**

Learning Objectives:

- To become familiar with the practicum agency's mandate, values, culture, funding sources, staffing structure, organizational structure, clients, services and evaluation processes.
- To apply a structural and anti-oppressive lens in an analysis of the agency.
- To identify strengths and challenges of service delivery (internal and external to the agency).
- To identify and compare/contrast similar programs in Canada and around the world to the practicum agency.

To prepare for this assignment, please (re)read the following chapters:

Baines, D. (Ed.). (2017). *Doing Anti-oppressive Practice: Social Justice Social Work*. (3rd ed.). Canada: Fernwood Publishing.

- Chapter One
- Chapter Two
- Chapter Nineteen

Garthwait, C. L. (2021). *The social work practicum: Preparing for Practice* (8th ed.). United States: Pearson Education, Inc.

- Chapter 4 Organizational Context of Practice
- Chapter 5 The Community Context of Practice
- Chapter 6 The Social Problem Context of Practice
- Chapter 7 Social Policy Context of Practice

The following are questions to help get you thinking about what can be included in an agency analysis. DO NOT use these questions as the format/outline of your assignment. The focus of this paper is to describe and analyse the agency, services it provides, within its context. You will examine how it is supported or limited by policy and funding, how it compares to other similar agencies in Canada and identify the strengths and challenges it has. You can discuss critical issues in your agency, research other programs and make recommendations for program and policy changes.

i) Agency Overview – Values, Funding, Culture

- What is the mandate of the agency?
- What are the agency's values?
- How is the agency funded?
- What constraints does the funding source impose on the agency's structure and/or function?
- What role does this agency have in the community?
- What role, if any, does this agency have in the rural communities in the Yukon?
- Does the practicum agency participate in any research activities?
- What initiatives, if any, does the agency take for social justice or social change?
- Does the organization examine dynamics of power, oppression and marginalization, paying special attention to social identity and its implication for both program staff and the clients they serve?

ii) Staff and Leadership

- What are the educational background(s) of the staff? What are the implications of this?
- What is the average workload/caseload?
- Who has decision making power?
- How does the leadership and/or staff demographic composition reflect the demographic composition of the client population served and the agency staff?
- What factors contribute to wellness and/or stress in the workplace?
- Are the staff members of a union?
- Are staff members of a professional organization, such as the Canadian Association of Social Workers (CASW) or Association of Social Workers in Northern Canada (ASWNC)? What is the implication of this?
- How does the agency staff interact with other social service agencies in Whitehorse? What are the implications of these interaction for service delivery?

iii) Target Groups or Clients

- Who are the primary target groups or client groups for the agency's services?
- What are the service priorities in the agency?
- Are some groups of clients excluded or not seen frequently?
- What other agencies are also involved with service delivery to the same client population?

iv) Context of Practice

- How does social policy and legislation influence the work of this agency?
- Have structural pressures and/or critical events affected the organization? If yes, please describe.
- How does the perception of the issues/clients that the agency serves influence the work of the agency?
- How does the community context of practice influence the work done by this agency?

iv) Evaluation of Services

- How and how often are the agency's services evaluated?
- How is the program or objective measured?
- What is the efficacy of the program?
- Are clients/consumers/community groups involved in the assessment and evaluation process of the program/organization?
- Have you identified any gaps in the services provided by the agency?

v) Comparative Analysis

- Are there other programs in Canada that offer similar services? What do they teach us about providing service in this area?
- What could this agency be doing more of or differently?

vi) Recommendations

- Do you have any recommendations for changes that could improve the staff working conditions?
- Do you have any recommendations for changes that could improve the services of the agency?

Evaluation criteria:

- Evaluation of the assignment will also be based on the student's demonstration of:
 - integration of social work theory and knowledge with the practicum experience
 - understanding and analysis the practicum agency's mandate, values, structure, relationships with clients, and role within the community
 - analysis of influence of context on service delivery including critical issues, social policy and funding
 - comparative analysis of the practicum agency with other similar programs in Canada
 - analytical and critical thinking skills
 - integration of relevant and quality references and source materials, including materials beyond those assigned in social work courses
 - competence in writing
- University of Regina grading criteria rubric.

Part II. Agency Presentation

- **Due: Dates TBD in class**

Dates for Presentations will be assigned in class.

Each student will provide a 20 minute presentation on their agency or some specific component of the services it provides. Students should also be prepared to pose and answer questions with the class. Students may also choose to present on a critical issue, particular theory or model that is used in their practicum setting as opposed to providing an agency overview. Students are encouraged to provide visual aids for their presentation (slide show) as well as to share any brochures, organizational charts or other documents associated with the agency.

GRADING DESCRIPTIONS (UNIVERSITY OF REGINA CALENDAR)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

TOPIC OUTLINE

Available to registered students.

REFERENCES

- Baines, D. (Ed.). (2017). *Doing Anti-Oppressive Practice*. (3rd ed.). Canada: Fernwood Publishing.
- Baird, B. N. (2014). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Canadian Association of Social Workers (CASW). (2005). *Code of ethics*. Ottawa, ON: Author.
- Canadian Association of Social Workers (CASW). (2005). *Guidelines for ethical practice*. Ottawa, ON: Author.
- Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.
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- Hepworth, D.H., Rooney, R.H. & Dewberry, G., Strom, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). United States: Cengage Learning
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