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## Course Outline

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| <b>INSTRUCTOR:</b>      | Dana Jennejohn, MSW, RSW                                                                                                                                                                                                                                                                   |
| <b>E-MAIL:</b>          | djennejohn@yukonu.ca                                                                                                                                                                                                                                                                       |
| <b>TELEPHONE:</b>       | 867.668.8746                                                                                                                                                                                                                                                                               |
| <b>OFFICE HOURS:</b>    | By appointment M-F 9:00 am-5:00 pm                                                                                                                                                                                                                                                         |
| <b>OFFICE LOCATION:</b> | A2011                                                                                                                                                                                                                                                                                      |
| <b>DATES/CLASSROOM:</b> | Skills Review: September 1 <sup>st</sup> and 2 <sup>nd</sup> 9am-4pm Classroom: TBD<br>Integrative Seminar: September 16 <sup>th</sup> to December 11 <sup>th</sup> Classroom: TBD<br>Practicum: September 3 <sup>rd</sup> /8 <sup>th</sup> to December 11 <sup>th</sup> /18 <sup>th</sup> |

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### 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 1<sup>st</sup> and 2<sup>nd</sup> 9am-4pm

Practicum Days: Mon, Tues, Thurs, Fri – full days, Wednesday afternoons  
Start Date: September 3<sup>rd</sup>/8<sup>th</sup> Finish Date: December 11<sup>th</sup>/18<sup>th</sup>

Integrative Seminar: Wednesdays 9am – 12pm  
Start Date: September 16<sup>th</sup> Finish Date: December 11<sup>th</sup> (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.
6. Co-create a plan for the integrative seminars, assignment requirements and other course related processes.

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.*

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](http://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

## **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](http://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](mailto: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 Practicum Coordinator (668-8746, [djennejohn@yukonu.ca](mailto:djennejohn@yukonu.ca)) prior to the day to be missed or the morning of the day to be missed. 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.

### **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.

### **Logs or Supervision Summary Sheets**

Students are required to keep a either brief weekly log or brief 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)

## **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.**