



COURSE OUTLINE

SW 448

Social Work Practicum Two

**45 HOURS
15 CREDITS**

PREPARED BY: Dana Jennejohn

DATE: June 20th, 2016

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL:

Approved by UGS Faculty of Social Work
University of Regina, June 2000

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APPLIED ARTS DIVISION
SW 448
3 Credit Course
Fall, 2016

SOCIAL WORK PRACTICUM II

INSTRUCTOR: Dana Jennejohn, MSW, RSW

OFFICE HOURS: By appointment
Mon-Fri 9-5

OFFICE LOCATION: A2011

CLASSROOM: A2605

E-MAIL: djennejohn@yukoncollege.yk.ca

TIME: Friday 9am to 12pm

TELEPHONE: (867) 668-8746

DATES: Sept. 7th to December 16th

Practicum Days: Mon to Thursday - office hours & Friday 1-5

Seminar: Fridays 9am - 12pm

Skills Review: Wednesday, September 7th 9am to 4pm

Integrative Seminar **Start Date:** September 16th **Finish Date:** December 16th

Practicum **Start Date:** September 8th **Finish Date:** December 16th

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.

- ◆ Practicum placement is the equivalent of 15 weeks full-time (4.5 days per week).
- ◆ Students need to obtain a minimum of 480 hours in Practicum through the term.
- ◆ A mandatory skills review is held prior to the field placement (1 day).
- ◆ An Integrative Seminar (.5 days per week, bi-weekly)
- ◆ Practicum will be graded on a Pass/Fail basis.

- ◆ Students are not permitted to take other courses during the practicum placement.

ADDITIONAL COURSE DESCRIPTION

The practicum is the field education component of the social work program. It provides an applied learning opportunity in a social service setting. The practicum is different from classroom learning because it is more direct, immediate and personal. 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 College.

There is an emphasis in practicum on participation. Practicum students are expected to function as an entry-level, generalist social work professional. Students usually carry some responsibility for direct practice with a caseload that may include: individuals, families, groups, and/or interagency professionals in the community, community development, policy practice, and/or research. Students should accept responsibility for personal and professional learning and actions.

PREREQUISITES

- ◆ Completion of SW 200, SW 390, SW 346, SW 347, & 348
- ◆ Minimum GPA of 70% in the social work portion of the program courses
- ◆ Application accepted for practicum placement by BSW Program faculty

EQUIVALENCY OR TRANSFERABILITY

For information about the transferability of this course, please contact the Bachelor of Social Work office.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Integrate social work theories, knowledge, values, and skills;
2. Practice social work in an effective, ethical, confidential, and professional manner;
3. Increase self-awareness through on-going reflection and evaluation of personal and professional strengths, as well as areas for growth;

4. Increase awareness of personal values, biases, emotional reactions to the clients, as well as sensitivity to the impact they may have on clients and colleagues;
5. Expand understanding of issues of diversity in social work practice, especially for the First Nation populations and communities;
6. Accept responsibility for personal and professional learning and actions;
7. Expand knowledge and skills to advocate for social justice and social change;
8. Increase capacity for critical analysis and synthesis of information necessary for social work practice;
9. Demonstrate effective written and oral communication skills;
10. Demonstrate the following social work skills: 1) ability to establish helping relationships; 2) conduct client assessments; 3) document case involvement; 4) develop and implement case management plans; and 5) manage conflict situations with clients and colleagues;
11. Expand conflict resolution skills and strategies for effective social work with clients and colleagues.

COURSE FORMAT

Students will be given opportunities to practise professional skills and to expand their professional competencies in their practicum setting. The varying processes and activities in the practicum program are designed to help to achieve the goal of graduating competent generalist social work practitioners. The methods used to facilitate learning in the seminar will include group processes, personal reflections, guest speakers, student-led discussion, agency visits, and role-plays.

ASSESSMENTS

Attendance in Seminar and Seminar Participation

Attendance and participation is 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, punctuality for class is 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).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed or portion thereof. Students must sign in at the beginning

of each class. It is the student's responsibility to ensure that they are signed by the end of the class in if they arrive late for class.

Attendance in Practicum:

The practicum placement is a vital part of your professional learning. Prompt attendance and participation all requirements, including the Skills Review Seminar, Integrative Seminars, and practicum is required.

Excessive absences from practicum and/or seminar may result in a failed grade. Any absence from the practicum must be reported to the agency **and** the Bachelor of Social Work office (668-8845) or the Practicum Coordinator (668-8774) prior to the day to be missed or the morning of the day to be missed in the case of illness or bereavement. Up to **two** days of absences due to illness or bereavement may be considered leave time. Any absences without notification or in excess of the **two** days may jeopardize your successful completion of the practicum placement.

Time missed in SW 448 practicum in excess of the **two** days permitted will be expected to be made up as negotiated with the practicum supervisor and the Practicum Coordinator as per the Bachelor of Social Work attendance policy.

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.

In the event of an emergency situation, the student must discuss the matter with the Practicum Coordinator before any discussions occur with the practicum supervisor. **Students who do so without discussion with the coordinator may jeopardize their practicum.**

Readings:

Students are expected to attend classes prepared to discuss assigned readings. Additional material may also be assigned. Students are encouraged to introduce topics from the media that are relevant to the social welfare system and the social work profession for class discussion.

SW 448 consists of six *mandatory* components. All components must be *successfully* completed for a student to receive a passing grade:

- 1) Satisfactory attendance and participation in a two-day practicum orientation prior to commencement of practicum.
- 2) Satisfactory attendance and participation in integrative seminars.
- 3) Satisfactory attendance and participation in practicum agency.

- 4) Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure and evaluate 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.

ASSESSMENTS AND METHODS OF EVALUATING STUDENT PERFORMANCE

1. SKILLS REVIEW

This session helps prepare students for their practicum and is designed to:

- Assist students in self-assessment of their current level of knowledge and skills, as well as to set goals to make changes;
- Help students clarify learning activities to demonstrate competencies outlined in the *Learning Agreement*;
- Emphasize and understand the importance of confidentiality in social work practice;
- Review student's expectations of the practicum placement and expectations by the practicum supervisor;
- Discuss how to become familiar with the practicum agency (i.e. organizational programs, policies, and procedures).
- Review social work ethics and how they relate to the practicum experience;
- Identify and review practice skills that will be required of the student for the practicum placement (i.e., employment, communication, relationship-building skills, interviewing, assessment, goal setting, case management, conflict management, report writing, and other relevant skills);
- Review additional areas of generalist practice: human behaviour, policy, evaluation, and research;
- Consider how to effectively participate in practicum supervision;
- Take initiative and responsibility for their learning in the practicum setting.

2. INTEGRATIVE SEMINARS

The Integrative Seminars are three hours and held on alternating. 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. Students will be expected to share ideas and experiences from the practice setting. Students will continually be encouraged to critically assess their professional knowledge, skills, ethics, and attitudes demonstrated in the practicum and implement strategies to improve their performance.

Confidentiality of the information shared is an important aspect of the seminar. Any information that could identify a client should NOT be discussed in the classroom setting.

3. **PRACTICUM PLACEMENT**

Full-days: Monday, Tuesday, Wednesday, Thursday

Half-day: Friday afternoon

The student is expected to attend and participate in the agency for the equivalent of 4.5 days/week during the normal working hours of the placement.

4. **MEETINGS TO STRUCTURE AND EVALUATE THE PRACTICUM PLACEMENT**

The student, Practicum Supervisor, and Practicum Coordinator will evaluate the student's performance throughout the semester. These sessions include: 1) Initial Meeting; 2) Mid-term Evaluation; and 3) Final Evaluation.

The Practicum Coordinator is available to meet with students individually to discuss practice and/or ethical concerns that arise from the practicum, the seminars, or the assignments.

The student and the Practicum Coordinator should be advised by the Practicum Supervisor(s) if there are any performance and/or attendance issues in the placement as soon as they are noted.

Initial Meeting

The student will arrange and participate in a meeting with their Practicum Supervisor(s) and the Practicum Coordinator. The *Memorandum of Agreement* will be completed and signed at this meeting. The meeting also provides an opportunity to clarify possible learning activities to demonstrate the competencies in the *Learning Agreement*. The student and Practicum Supervisor should complete a draft of this document prior to the meeting with the Practicum Coordinator. A final draft will be submitted to the Practicum Coordinator.

Mid-Term Evaluation

This session provides an opportunity to discuss how the practicum is proceeding, 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 discussion of:

- 1) The completed first half of the *Student Practicum Placement Evaluation Form*. Students should complete this form TOGETHER with their Practicum

Supervisor in advance of the meeting with the Practicum Coordinator. Both the student and the Practicum Supervisor should be prepared to discuss their rationale for the evaluation scores.

2) Review the *Learning Agreement* activities and make any changes.

Serious performance or attendance issues identified after the mid-term evaluation should be documented and discussed with the student and the Practicum Coordinator as soon as possible. Additional meetings will be held as requested or as necessary.

Final Evaluation

The student will arrange the end-of-term evaluation meeting. The student and the practicum supervisor will have completed the second part of the *Student Practicum Placement Evaluation Form* prior to this final meeting (as per the mid-term evaluation process). This document will be discussed with the Practicum Coordinator during the final visit to the agency. The *Learning Agreement* will also be reviewed.

5. LEARNING AGREEMENT: OUTLINES SPECIFIC OBJECTIVES AND ACTIVITIES TO DEMONSTRATE COMPETENCIES.

1st Draft DUE: September 16th

Final Draft Due: September 30th

6. ASSIGNMENTS

All the assignments must be completed to successfully complete the practicum.

Assignments are due in class on the specified due date. If they are not handed directly to the instructor they should be dated and stamped by administrative staff. **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 neatly typed and double-spaced.

Evaluation Criteria:

As a practice based profession, social work education must include the student's conscious and critical reflection on their practice performance. The criteria used to evaluate the assignments on a Pass/Fail (70%= Pass) are to what extent does the student demonstrate:

- integration of social work theory and knowledge with the practicum experience
- integration of social work ethics and practice
- awareness of areas for advocacy or social change efforts

- understand 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)
- appropriate level of analytical skills
- ability to communicate effectively both in writing and orally

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)

Weekly Log Entries

Due: Every Friday - email to instructor each Friday morning.

NO GRADE ASSIGNED

Begin your log entries as soon as you begin your practicum by record activities of the practicum experience each day/week. Instructions on writing the Weekly Log Entries:

- This log must be submitted in typed format.
- Does not need to include Friday afternoon (i.e. you can write it at the end of the day on Thursday).
- **MAXIMUM ONE PAGE.**
- Submissions follow this format:
 - First line: your name
 - Second line: dates (i.e. September 12th to 16th 2016)
 - **BRIEF** description of activities that you have completed **for that week.**
 - Highlight any other significant events/learning/concerns that the instructor should be informed of or that you might wish to refer to when writing your log synthesis.
 - Point form is acceptable, but proper grammar and full sentences must be used.

This assignment is designed to:

- Keep the Practicum Coordinator informed of how your practicum is progressing.
- Provide you with a record of activities you have participated in and other significant learning moments so you can refer to it when you write your

Practicum Learning Synthesis and complete the review for mid-term and final evaluations.

Practicum Learning Synthesis Assignment

Due: #1 Friday, September 30th 25% of Final Mark
#2 Friday, November 4th 25% of Final Mark
#3 Friday, December 2nd 25% of Final Mark

MAXIMUM 10-12 PAGES PER SUBMISSION.

Your practicum daily/weekly log provides the basic source of information used for the learning synthesis assignments. This assignment should demonstrate a thoughtful and critical discussion of your practicum experience and include personal and professional awareness and challenges. Please review the agency description assignment and ensure that your learning syntheses submissions do not overlap with the content of the agency description.

The purpose of this assignment is to:

- help you critically examine your practice experience;
- identify and discuss the essential elements of social work practice;
- promote the use of knowledge, skills, and reflective processes that will enhance professional competence;
- enhance self-awareness by thinking about recorded reflections over a period of time.

Please do/include the following for this assignment:

- Choose one or two items to reflect on.
- Review your log entries; organize your experiences into themes or topics; you may synthesize your experiences using the information from class readings, seminar discussions, and personal reading.
- You may use this part of each submission to explore a critical issue or question about social work practice in the field where you are completing your practicum.
- Provide discussion on personal strengths and areas for growth that you have observed in your practicum setting:
 - review previous synthesis to observe any changes between the entries,
 - Identify any concerns regarding your performance, attendance, and/or supervision.

The learning syntheses should demonstrate the application of in-depth, insightful, and analytical thinking skills to your practicum experiences. A narrative recital is inadequate and will not be accepted.

Weekly logs must also be submitted along with the Practicum Learning Synthesis for the preceding time period. All of this must be put in a duotang and subsequent entries added for each following submission.

Agency Description/Analysis

Part I: Agency Description and Analysis

- 25% of final mark.
- Due: November 18th

Part II: Agency Presentation

- No Mark - Completion Required
- Due: TBD in class - starting in 5th week of class.

It is important that you talk with several staff in the preparation of this assignment. You should also review the organization's stated mandate, policies, and procedures. This assignment is designed to assist you in your orientation to the practicum placement agency. There are two parts to this assignment: 1) a written agency description and 2) agency presentation to the seminar class.

Part I: Agency Description and Analysis

Each student will prepare a written description and analysis of his or her practicum agency. The paper should be a maximum of 12 typed and double-spaced pages in length. This is a macro focused paper, but may include some analysis of the micro aspects of service delivery of your practicum agency.

The following is a **suggestion** of what you can include (but are not limited to) in your description & analysis.

Analysis of the agency should occur in each section of the assignment with a final analysis at the end where you explore and analyse aspects of the agency not already discussed. To effectively analyse your agency, you need to familiarize yourself with critical issues in service delivery facing agencies similar to the one you are working in. A range of references are required to adequately complete an analysis. Using critical questions from your Practicum text and your SW 347 texts will be helpful in terms of analysing the agency.

i) Agency

- What is the mandate of the agency?
- How is the agency funded?
- What is the relationship of the agency with the funding source?

- What constraints does the funding source impose on the agency's structure and/or function?
- How does the agency relate to other human service agencies?
- What are the agency's values and attitudes towards social change and diversity?
- What are the agency's values towards individuals, families and communities?
- 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?
- How and how often are the agency's services evaluated?

ii) Staff

- What are the educational background(s) of the staff? What are the implications of this?
- How does the staff relate to one another?
- What is the average workload/caseload?
- 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)?
- How does the agency staff interact with other social service agencies in Whitehorse? What are the implications for service delivery?

iii) Target Groups or Clients

- Who are the primary target groups or client groups for the agency's services?
- How long is the waiting period for clients to see a worker?
- What are the service priorities in the agency?
- Are some groups of clients excluded or not seen frequently?
- Are families and support networks of clients included in the case planning?
- What other agencies are also involved with service delivery to the same client population?
- Have you identified any gaps in the services provided by the agency?

iv) Agency Analysis

- Are there any critical issues facing the agency/clients/social workers that are impacting this agency? Explain.
- How is this service the same or different from other parts of Canada? What strengths or challenges are the same or different?
-
- 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?

Part II. Agency Presentation to Seminar

Dates for Presentations will be assigned in class.

Each student will present a **30 minute** description of his or her practicum agency for the seminar group. Students should prepare handouts or other audio-visuals to assist in the presentation. Be prepared to pose and answer questions with the class. Critical issues in the field of practice should also be identified and discussed in the presentation. Students may also choose to present on a particular issue they see in their practicum setting, or a theory or model that is used in their practicum setting.

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%

REQUIRED TEXT BOOKS AND MATERIALS

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. (The CASW documents are available on-line at: www.casw-acts.ca)

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

Garthwait, C. L. (2017). *The social work practicum: A guide and workbook for students* (7th ed.). Toronto, ON: Allyn and Bacon.

Ivey, Allen E., (2014). *Intentional interviewing and counselling. Facilitating client development in a multicultural society.* (8th ed.).United States: Thompson and Brooks/Cole.

Kirst-Ashman, K., & Hull, G. H. Jr. (2015). *Understanding generalist practice.* (7th ed.). Canada: Brooks/Cole, Cengage Learning.

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.

ACADEMIC AND SOCIAL WORK STUDENT CONDUCT

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.

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).

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

ACADEMIC INTEGRITY (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.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

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.