A Needs Assessment of Supports and Services Available to Master of Social Work Students
Attending the University of Regina, Saskatoon Campus

A Research Practicum Report
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By

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Abstract

This study used a qualitative research methodology and a needs assessment research design to assess the relevance and adequacy of supports and services accessible to Master of Social Work (MSW) students, attending the Saskatoon Campus (SC) at the University of Regina (U of R). Interviews were conducted with service providers to gather information about their experience providing supports and services to MSW students at the Saskatoon campus. A discussion was held with MSW students attending the Saskatoon campus, to gather information about their experience accessing services from the U of R. Data gathered from the interviews with service providers and MSW students were analyzed separately through a content thematic analysis. The themes developed from the service provider data were compared to themes developed from the focus group data. Comparison of data collected between these two participant samples revealed common themes between service provider data and MSW student data. The comparison of themes between the two samples identified both the strengths and the needs of supports and services provided to MSW students attending the SC.

MSW student data, service provider data, and the combined data are depicted in a concept map to provide a visual representation of the data. MSW student data identified what support services were desired and the service provider data identified what was available. Differences between what was available and what was desired highlighted areas of need. These needs are depicted in a fishbone analysis that utilizes both service provider and MSW students’ data. Recommendations are provided for the Faculty of Social Work (FSW) at the U of R to consider as well as a comprehensive list of supports and services accessible to MSW students for future students.
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Chapter One: Introduction

The University of Regina (U of R) must reapply for accreditation with the Canadian Association of Social Work Education (CASWE) in 2019. Each time accreditation is renewed, an accreditation committee is formed. This committee completes a self-study report that includes data and partner feedback on their program (CASWE, 2014). All forms of the social work program, including on-line or decentralized locations, and students recruited for equity purposes must meet the same standards outlined in the Accreditation Standards. Social Work programs must demonstrate that all students have access to adequate resources to achieve the same level of academic proficiency and professional competence (CASWE, 2014). The accreditation process was the impetus for this study.

The Faculty of Social Work (FSW) at the U of R has a provincial mandate to provide social work education to students in Regina and at a decentralized location in Saskatoon. The FSW also has partnerships with seven different educational institutions at fifteen locations to provide social work education across the province (University of Regina, 2018). The purpose of this study was to assess the relevance and efficacy of available resources available to MSW students in Saskatoon. A qualitative research methodology and needs assessment research design were used to gather data about the supports and services accessible to MSW students in Saskatoon. The research provides the FSW with data to contribute to the accreditation process to “stay in the good graces” of their accrediting body (Schuh, 2013, p.94), however the outcome of this study has additional significance for MSW students, social work education and the social work profession.

Ensuring supports are accessible to all graduate students has significance for graduate education. Since much of the research about the needs of post-secondary students has focused on
undergraduate students (Nesheim, Guentzel, Gansemer-Topf, Ross & Turrentine, 2006), adding to research about the needs of graduate students has the potential to contribute to research, and to improve graduate students’ experience in graduate education. Goals were developed as part of the research practicum to achieve the purpose of this study.

**Purpose of the Study and Research Practicum Overview**

The purpose of this study was to provide the FSW with information about the relevance and adequacy of supports and services available to MSW students at the Saskatoon Campus (SC). Another goal of the study was to provide future MSW students with a comprehensive list of supports and services (see Appendix A). Planning for this research practicum began in September 2017.

After consultation with my academic supervisor, I prepared a research practicum proposal for the research practicum committee to review. During this time, a professional associate was secured to provide supervision for the duration of the research practicum. The Dean of the Faculty of Social Work at the U of R, who is the person primarily responsible for accreditation, agreed to act as the professional associate for this research practicum. The professional associate provided feedback regarding the research practicum proposal. After revisions of the research practicum proposal were completed, the proposal was approved by my practicum committee and then forwarded to the FSW Graduate Studies Coordinator for her approval. It was then submitted to the Faculty of Graduate Studies and Research (FGSR) for their final approval of the proposal and professional associate appointment. The initial consultations and revisions of the proposal helped refine the focus and clarified the goals of the research practicum.
My professional associate and I set up weekly meetings which allowed us to discuss the accreditation process and to align the research practicum to contribute to the accreditation process. The professional associate also helped identify important areas of interest and refined the focus of the research practicum.

The literature review included research about the CASWE accreditation process as well as supports and services available to graduate students. Research for the literature review also examined de-centralized programs and the experience of graduate students, with a focus on MSW students. Information about which supports and services were available through the U of R to MSW students was gathered through internet searches and consultations with the professional associate, academic supervisor, and some service providers (see Appendix B). All services accessible to MSW students were included on the list of supports and service providers (Appendix B). An Ethics application was completed and submitted to the U of R, Research Ethics Board (REB). Once an approval certificate from the REB was obtained on April 18, 2018, service providers who agreed to participate were interviewed. On May 29, 2018, a focus group was held with MSW student volunteers who were registered at the Saskatoon Campus (SC) during the 2018 winter term. Due to the low number of students who attended the focus group, it was called a discussion, instead of a focus group. The interviews and discussion were recorded.

Once the interviews and the discussion were completed, the recordings were transcribed, and the data was analyzed. A research practicum report was completed, and a presentation was given on July 23, 2018 at the U of R, Saskatoon campus, that described the results of the research practicum. SC MSW student discussion group and interview participants who indicated they wished to be notified of the presentation were invited by email.
Background to the Study

The CASWE standards were designed to “promote excellence in social work education” (CASWE, 2014, p. 2). The CASWE Standards for Accreditation Manual guides Social Work institutions on four domains: mission and goals; program governance, structure and resources; program content, curriculum and field education; program evaluation and assessment (CASWE, 2014). The last domain, program evaluation and assessment, stipulates that Social Work programs must conduct regular comprehensive program reviews and evaluations, including data collection and partner feedback (CASWE, 2014). CASWE defines partners as educators, employers, practitioners, service users, regulators, professional associations, students and alumni (CASWE, 2014).

The CASWE Procedures for Accreditation (2016) provides guidance for social work programs for the accreditation process and outlines procedures and requirements for the self-study report, application, and site visits. The required information is reviewed by the Committee on Accreditation (COA), who can grant either full accreditation or accreditation with conditions. Programs that have conditions are expected to address concerns and reapply for accreditation at an interval that would realistically enable the institution to address the COA’s concerns (CASWE, 2016). Social Work faculties must apply for reaccreditation at least every eight years. The application must include feedback regarding the relevance and adequacy of available resources and demonstrate how prior evaluations have impacted the social work program (CASWE, 2014).

An examination of the supports and services accessible to MSW students at the SC, offers the opportunity for the FSW to gather data specific to Saskatoon. Since the accreditation process diverts attention from teaching students (Healy, 2004), it is time consuming, and
expensive (Bowker, 2017). Having a MSW student gather data, for the accreditation process, could ease the burden on faculty and facilitate student learning at the same time. The demands on post secondary institutions and graduate education are not unique to Social Work education.

**Statement of the Problem**

The demand for graduate education in Canada has risen in recent decades. Full-time graduate student enrollment rose 16% from 2009 to 2013 in Canadian post-secondary institutions (Looker, 2016). Enrollment is expected to continue to rise and post-secondary institutions must find ways to increase the number of graduate students without access to additional funding (CAGS, 2004). Institutions could increase the number of students they enroll, reduce the amount of time it takes to get the degree (typically 6-8 semesters), or graduate more students that are admitted (CAGS, 2004). Pressure to finish faster might impact already concerning attrition rates from Canadian graduate education.

The Canadian Association for Graduate Studies (CAGS) compiled data in 2004 from two cross university studies by Crago and Berkowitz and found completion rates within Canadian graduate schools range from 54% to over 90%. This means, in some Canadian graduate programs, almost half of all graduate students do not finish their degree. Lost investment of money and time for the institution and lost potential income for students impacts society, the institution, and the individual (CAGS, 2004; DeClou, 2016; Gardner, 2008). The decision to leave graduate school is frequently difficult for the student, often resulting in personal repercussions (Burkholder, 2012).

Fischer and Zigmond, (1998) believed that some might view attrition as positive, using a ‘survival of the fittest’ argument (p.38). However, they believed attrition could be disheartening within the academic unit and it does not guarantee only the best students graduate. In addition,
high attrition rates are often associated with low quality education (Burkholder, 2012; Haydarov, Moxley, & Anderson, 2013). Although there is no universally accepted definition of attrition (Haydarov et al., 2013), examining reasons for graduate student attrition is necessary to understand how to prevent it.

In an American study about reasons students left graduate school, completed by Gardner (2008), it was shown that faculty and students view student attrition differently. Faculty attributed student attrition to the student “… lacking in ability, drive, focus, motivation or initiative…” (Gardner, 2008, p.104). Faculty also believed some students should not be admitted from the beginning or they leave due to personal problems. When asked, students attributed attrition to, “(a) personal problems, (b) departmental issues, and (c) wrong fit for the program or institution” as reasons for leaving graduate school (Gardner, 2008, p. 105). Departmental issues include poor faculty advising, politics, faculty leaving, or lack of financial support. Faculty in Gardner’s study were more apt to attribute graduate student attrition to student attributes that are lacking rather than departmental issues. Another American study on graduate student attrition identified personal issues and academic culture as reasons students leave graduate studies (Burkholder, 2012). Demographic factors have also been shown to influence graduate student’s attrition rates.

A Canadian study on demographics of students leaving graduate studies found being a parent and/or married decreases the likelihood of completing graduate studies (DeClou, 2016). American studies have found the same result (Gardner, 2008; Jade XU, 2014), suggesting these additional roles of being a parent or a spouse decrease student’s ability to be successful in graduate school. Jade XU (2014) used American national databases to examine demographics of students who left graduate school. The study found female and minority graduate students are
less likely to complete graduate school. Female students who enroll in graduate school at a younger age are more likely to complete their education than older female students (Jade XU, 2014). The researcher believed that younger female graduate students are less likely to have children. Since females remain the primary caregivers of children, childless women are more likely to complete their graduate education. Jade XU (2014) found no difference between male and female graduate school enrollment. However, DeClou (2016) found being female reduces the chance of enrollment in graduate education but, after enrollment, increases the chance of completing their degree.

Student attrition data that indicates older female and minority students are less likely to complete their graduate degree is particularly problematic for the social work profession because social workers are predominately female (Stephenson, Rondeau, Michaud & Fiddler, 2000). The fact that minority students are less likely to succeed in graduate school could also limit diversity within the social work profession. Canadian schools of social work must support diversity through recruitment, enrollment, and faculty appointments (CASWE, 2014). Ensuring supports and services are accessible to MSW students could improve minority student’s success, therefore increasing diversity in the profession. This study is relevant to the social work profession for several other reasons as well.

Relevance of the Study to Social Work

A study that ensures SC MSW students have access to adequate and relevant resources benefits all three pillars of the Canadian Social Work Profession which are Education, Association, and Regulation (CASW, 2018). The social work profession benefits because many MSW students attend graduate school to advance their careers and return to their profession as
supervisors and mentors for the next generation of social workers (Edwards Shera, Reid, & York, 2006; CASWE, 2014).

All MSW students must complete either 450 hours of field work, a research practicum, or thesis work as part of their degree requirements (CASWE, 2014). Field education allows students to integrate social work theory and practice and demonstrate these skills in a real social work setting (CASWE, 2014; Foote, 2015). MSW students must be supervised by someone trained in social work with at least an MSW degree and trained by the institution on how to supervise students (CASWE, 2014). In cases where an appropriate supervisor is not available, the faculty must take a larger role in MSW student supervision. Therefore, ensuring MSW students are trained adequately so they can provide supervision to the next generation of social workers both strengthens the profession and helps ease the demands on social work educators.

In addition, social work educators and regulators are responsible for protecting the public from unsuitable or incompetent social workers (CASWE, 2014; Eaton, 1956; Elpers & FitzGerald, 2013; Kimberley & Watt, 1982; Patterson, 2015; Pelech, Stalker, Regehr & Jacobs, 1999; Sowbel, 2012; Watters, Cait & Oba, 2016). The practicum is considered the ultimate test of suitability for the profession, and the practicum supervisor often determines the student’s professional suitability (Sowbel, 2012). The practicum is stressful for students (Eaton, 1956, Louie-Griffith, 2009; Munson, 1984) and the quality of supervision provided to students has been known to influence the amount of stress students experience during their practicum (Munson, 1984). Quality supervision also affects the impact of traumatic incidents (Litvack, Mishna, & Bogo, 2010) that may occur during the practicum. Ensuring MSW students are supported helps the next generation of social workers and helps protect the public from incompetent social workers.
Providing quality education to MSW students enables them to provide quality supervision and prepare other new graduates in the social work profession. Many social workers are unprepared to deal with the stress (Stoesz & Karger, 2009; Westhues, LaFrance, & Schmidt, 2001) and violence (MacDonald & Sirotich, 2005; Newhill, 1995) they experience on the job. Social workers must also develop self awareness (Han, Lee & Lee, 2012) and the skills to enable them to think critically about the conflicts they experience in the profession (Westhues et al., 2001). Quality supervision helps social workers deal with the demands of the job.

Debates about the professional status of social work have been present since the inception of the social work profession (Collins, Coleman & Millar, 2002; Eaton, 1956; Flexner, 1915/2001; Holosko & Leslie, 2001; Jennison & Lundy, 2011; Morris, 2008; Westhues, et al., 2001). The social work profession, and education, experience constant scrutiny from the public (Westhues et al., 2001). In fact, Felkner (2009) viewed social work education as less of an academic institution and more of a system of “indoctrination” where students who do not adopt the views of the professors are “not advancing the cause of the marginalized” (p. 122). This, along with criticism about the rigor of research and credentials of those responsible for publishing research (Felkner, 2009; Stoesz & Karger, 2009), means the social work institutions must continue to reflect upon, evaluate, and advance graduate social work education. A study to ensure schools of social work adhere to accreditation standards also provides transparency to critiques of social work education.

Focusing on MSW students attending a de-centralized campus, such as the SC, has special significance for Canadian social workers because Canada has a greater need for distance social work education due to the sparse population spread over a large geographical area (Durst & Ives, 2012; Healy, 2004). Ensuring social work students attending a decentralized location
have supports to achieve the same level of competence as other traditional social work programs ensures social workers are better prepared to deal with the demands of their jobs.
Chapter Two: Graduate Student Needs

Graduate students have specific needs because they assume multiple roles throughout their graduate education, such as student, teacher, and researcher (Gomez, 2002; Louie-Griffith, 2009; Rempel, 2010; Snuffer, 2011). Most graduate programs are self-directed (Benekos, Merlo, & Cook, 1998; Fischer & Zigmond, 1998; Gardner, 2008). Graduate students need multiple skills to be successful, such as basic skills (how to be a graduate student), communication skills (written and oral), job skills, and advanced skills (teaching, grant writing and personal management) (Fischer & Zigmond, 1998). Graduate students require access to several supports and services to develop these skills and to cope with the demands of graduate education (DeClou, 2016).

The transition to graduate school is difficult because graduate students move from consumers of knowledge to producers of knowledge, therefore becoming more responsible for their career (Fischer & Zigmond, 1998). Since many institutions assume graduate students have a certain amount of proficiency and skill in academic and research skills (Fischer & Zigmond, 1998), fewer resources are developed to meet graduate students’ specific needs (Pontius & Harper, 2006). Graduate students require a variety of supports to be successful in graduate school; some supports are provided by the institution and other supports are more informal.

Formal Institutional Supports

Graduate students have complex needs and the decision to apply to graduate school requires that students have knowledge of graduate school and the application process (Snuffer, 2011). Information about supports and services accessible to graduate students, financial information (e.g. aid), how to maintain multiple roles (e.g. student, parent, worker, spouse), and the graduate school application process, can help undergraduate students be successful in graduate studies (Snuffer, 2011). Clearly communicating expectations of graduate school to
undergraduate students could also reduce student attrition due to “lack of fit” (DeClou, 2016, p. 175).

**Collaboration and information.**

Collaboration between service providers, including student affairs, libraries and academic units, is necessary to meet all graduate students’ needs (Poock, 2002; Rempel, 2010; Rempel et al., 2011). Providing students with social and private spaces (including storage), technology and office supplies, and online research communities for sharing research, requires collaboration. Delivering comprehensive graduate student orientations also requires teamwork. According to Poock (2002), institutions should provide both program specific orientations and institution wide orientations. Program specific orientations provide information about students’ academic needs and funding options, including paid work available to students (i.e. teaching assistants). Institutional wide orientations provide students with opportunities to acquaint themselves with the campus and get information about supports and services available on campus (Poock, 2002). Access to information throughout graduate studies can also improve the likelihood of success.

An American study of an enhanced seminar model, that was developed to support diversity in an MSW program, provided seminars to probationary graduate students at the beginning of their degree (Watson & Ryercraft, 2010). Topics provided to probationary students included graduate school expectations, advising, library services, citation management, writing expectations, services and organizations. Students were also provided information about stress and coping strategies. The grades of students who participated in the program improved and they graduated at the same rate as their traditional counterparts (Watson & Ryercraft, 2010). Another American program developed an MSW student support group at the request of the students but
did not have significant attendance until it became part of the course structure (Casstevens Waites, & Outlaw, 2012).

Determining the best approach to meet graduate students’ needs has been challenging because graduate students will request workshops, register for them, and then not attend (Casstevens et al., 2012; Fong, Wang, White & Tipton, 2016; Rempel et al., 2011). Institutions should ask graduate students about their needs because faculty and students do not always agree upon what workshops will benefit students (Fong, et al., 2016). Relying only on faculty requests for workshops might not meet the needs of students. Graduate students will not investigate supports and services not targeted to them (Nesheim et al., 2006; Rempel et al., 2011). Some studies have found graduate students requested services that were already accessible to them, suggesting they were unaware they existed (Fong et al., 2016; Rempel et al., 2011). Workshops about specific services, like library services, should include information about what is appropriate to ask, because students will only ask for help if they know what they can ask for (Sloan & McPhee, 2013).

Researchers indicated libraries should provide information targeted to graduate students in a central location with information on how to get help, events and schedules, and graduate student specific workshops is the most effective way to meet graduate student needs (Fong, et al., 2016; Ismail, 2009; Rempel, 2010; Rempel et al., 2011). Providing information in the most efficient manner and information on how students can access services is essential to graduate student success. This information includes how to access funding.

**Funding.**

Funding to attend graduate school is critical for graduate student success and acts as a barrier to undergraduate students wanting to attend graduate education (Declou, 2016; Gardner,
In fact, Canadian graduate students who receive funding for graduate education are less likely to drop out of graduate school (DeClou, 2016). Funding, or lack of funding options, may be particularly problematic for MSW students because social work is considered a low status profession (Eaton, 1956; Edwards et al., 2006; Flexner, 1915/2001). The low status of the profession might increase the need for funding for MSW students more than those in other disciplines. Funding, and financial stress is also an area of concern for international students and the most common reason international students seek counselling (Hyun Quinn, Madon, & Lustig, 2007).

American studies have indicated the mental health needs of graduate students is high (Hyun Quinn, Madon & Lustwig, 2006) and only a small portion of students with mental health needs will access counselling services (Harrar, Affsprung & Long, 2010; Hyun et al., 2006). Counselling to address grief (Varga, 2016), burnout (Han et al., 2012), culture shock (Yale, 2017) and attrition (Gardner, 2008), is recommended in the literature. Increased complexity of student needs and higher demand for counselling services in the past few decades have stretched counselling centres in American institutions (Benton, Robertson, Tseng, Newton & Benton, 2003). The degree of academic and faculty support a graduate student receives impacts the student profoundly, including accessing other supports such as counselling.

**Academic support.**

Graduate students require academic support to be successful in graduate studies (Rempel et al., 2011). Support from library services provide general academic support (Rempel, 2010), however program specific academic support is often tied to the faculty (Burkholder, 2012; Gilmore, et al., 2016; Louie-Griffith, 2009). The relationships between graduate students and
their faculty supervisor can influence attrition (Burkholder, 2012; DeClou, 2016; Gardner, 2008). The degree to which graduate students receive support from faculty supervisors and develop peer and faculty relationships within their prospective programs, contributes significantly to the amount of success and subsequent stress students experience (Gomez, 2002; Hyun et al., 2007).

Faculty supervisors often act as conduits to additional supports and services for graduate students, such as counselling for students with mental health needs (Han et al., 2012; Varga, 2016; Yale, 2017). In fact, positive relationships with faculty supervisors increase the likelihood students will access supports and services available on campus, including counselling services (Hyun et al., 2006). Although the reverse is true for international students, as they are less likely to access counselling services if their relationship with their academic supervisor is supportive (Hyun et al., 2007). Perhaps it is because the more supportive the relationship with the supervisor, the less counselling is needed for international students. This indicates the relationship between the student and the faculty supervisor not only provides academic support, but also emotional support. Emotional support from informal supports is also beneficial to graduate students.

**Informal Support - Relationships**

Taking the necessary time to develop relationships and foster a sense of belonging is believed to be crucial to graduate student success (Addonizio, 2011; Burkholder, 2012; Fischer, & Zigmond, 1998; Gilmore et al., 2016; Louie-Griffith, 2009; Poock, 2002). Building these relationships begins at orientation and social interaction among graduate students at orientation eases anxiety (Poock, 2002). Institution wide orientations are more important for minority students because it offers more opportunities to connect with individuals from similar backgrounds (Poock, 2002). Graduate students are more likely to ask other graduate students
questions before they would ask formal supports, such as faculty supervisors or librarians (Sloan & McPhee, 2013). Peer relationships can reduce the severity of culture shock international students experience (Yale, 2017) and, at the same time, peers provide international students information about supports and services (Hyun et al., 2007). The development of peer relationships contributes to graduate student success. Other relationships also assist graduate students.

In a study of perceived stress and social support among MSW students, Louie-Griffith (2009) found MSW students reported moderate levels of stress while completing their graduate education. Traditional and non-traditional graduate students who reported higher levels of support from family and friends reported lower levels of stress (Kirby Biever, Martinez & Gomez, 2004; Louie-Griffith, 2009). Although students who work full-time experience higher levels of stress (Gomez, 2002; Louie-Griffith, 2009), part-time employment decreases student stress because of the social support students’ access at work (Gomez, 2002).

Graduate students also access support from family and friends for traumatic events experienced during practicum placements (Litvack et al., 2010), grief (Varga, 2016), and overall stress experienced in graduate school (Kirby et al., 2004; Louie-Griffith, 2009). Graduate students have difficulty balancing graduate school with personal responsibilities (Brus, 2006) and, attending graduate school limits student’s ability to participate in family functions and extra-curricular activities (Gomez, 2002; Kirby et al., 2004). The demanding lives of graduate students has led to the development of programs that allows students to balance the demands of graduate education and their lives outside of school.
Decentralized Programs and On-line Learning: Non-Traditional Student Needs

To meet the demand for graduate education and to accommodate non-traditional students who desire part-time programs, many schools have developed alternative or flexible graduate programs that offer classes at decentralized locations, on-line, or on weekends (Benekos et al., 1998; Ismail, 2009; Munro, 2011; Snuffer, 2011). These flexible programs offer students convenience and flexibility that fit their lifestyle (Benekos et al., 1998). Unlike traditional graduate students who attend school full-time, directly after their undergraduate degree (Munro, 2011), non-traditional graduate students are often working to support themselves or their families (Benekos et al., 1998; Kirby et al., 2004). Non-traditional graduate students are older students, those that would not have traditionally qualified for graduate school (Snuffer, 2011), students attending flexible graduate programs, or full fee-paying international graduate students (Munro, 2011).

Attending graduate school on-line or through distance programs has some limitations. Students do not always have opportunities to socialize and there may be fewer elective options (Benekos et al., 1998). Many flexible programs use part-time, less experienced faculty, which might affect the quality of mentoring and advising students receive (Benekos et al., 1998; Gambril, 2001). Some institutions might assume lower costs are involved with distance or on-line education, which has not been found to be the case (Regehr, 2013), possibly causing underfunding of some flexible programs. Compounding the problem, many adult, non-traditional graduate students with conflicting roles do not always register continuously and may need more time to complete their degree (Haydarov et al., 2013), adding to the difficulty managing flexible graduate programs. Several factors make the needs of MSW students unique.
MSW students

MSW students are often older than other graduate students (Munson, 1984), making them non-traditional graduate students (Casstevens et al., 2012). Although not universal, many MSW programs require undergraduate students to have prior work experience in the field of social work before qualifying to enter graduate education (Addonizio, 2011; Casstevens et al., 2012; Han, et al., 2012; Pelech et al., 1999; Simmons, 2014). MSW students with prior experience add to the class discussion and enhance the learning experience for students (Pelech et al., 1999). Prior work experience not only means MSW students are non-traditional students, but also affects MSW student’s needs in graduate school.

The field of social work is considered stressful and workers have a high risk of experiencing symptoms related to burnout (Addonizio, 2011; Stephenson et al, 2000). In fact, an American study found some MSW students had clinically significant symptoms associated with burnout upon entering graduate education due to their prior work experience (Han et al., 2012). Burnout prior to admission into MSW programs presents another barrier to graduate student success and further taxes the resources of MSW programs.

The erosion of Canadian health care, welfare, employment insurance, education, and pension have created additional demands within the Canadian social work profession (Jennison & Lundy, 2011). Canadian social workers are expected to do more with less (Edwards et al., 2006; Holosko & Leslie, 2001; Newhill & Wexler, 1997; Stephenson et al., 2000; Westhues et al., 2001). This has resulted in increased social work caseloads, while at the same time families have experienced increasingly more complex issues (Macdonald & Sirotich, 2005; Newhill & Wexler, 1997). Unmet needs and increased client frustration in Canada and the US have resulted in social workers being impacted by client violence (Macdonald & Sirotich, 2005; Newhill &
Wexler, 1997), the impact of which can be enduring and pervasive (Newhill, 1995; Newhill & Wexler, 1997).

Due to the Canadian social welfare infrastructure, many Canadian social workers are employed by government agencies (Holosko & Leslie, 2001; Westhues et al., 2001). As government employees, Canadian social workers are at risk to become control agents of the organizations they work for instead of advocates for social change (Westhues et al., 2001). An example of this occurred as part of the colonization of Canada and the government’s cultural genocide of the Indigenous population (Truth and Reconciliation Commission of Canada, 2012). In fact, Indigenous participants in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the Canadian social work profession saw social work “…as a residual affect of colonization and is therefore associated with an experience of oppression and domination” (Westhues et al., 2001, p. 41).

Social work institutions must acknowledge the injustices of Canadian colonial history and recognize the self determination of Indigenous people. Indigenizing the curriculum and developing a culturally responsive pedagogy has become a responsibility within Canadian higher education in an attempt to reconcile these injustices (Johnson, 2016; Pidgeon, Archibald, & Hawkey, 2014). Providing quality distance education prepares social work students to deal with the dilemmas inherent in the social work profession, reducing the threat of social workers becoming control agents.

Graduate education admission requirements and the social work profession places unique demands on MSW students. The need for accessible quality distance social work education, including graduate education, is profound within Canada. Social work education has a responsibility to ensure all students have access to quality education in order to strengthen the
social work profession. Studies on distance MSW education are limited. An American study of
Master Social Work Education found students registered through distance learning reported the
on-line format sometimes interfered with their learning and decreased opportunities for class
participation (Ligon, Markward & Yegidis, 1999). Ligon et al., (1999) indicated MSW students
still rated classes favorably and seemed willing to “sacrifice an ideal learning experience” to take
the class on-line (p. 28). The researchers believed, without the technical difficulties, the class
may have been rated higher than the traditional face to face classroom, and the way the teacher
managed the problem was more important than the difficulty (Ligon et al., 1999). Developing an
in-depth understanding of student’s needs today could ensure students, including those at the SC,
do not have to sacrifice their learning experience.

Graduate students have specific needs (Benekos et al., 1998; Fischer & Zigmond, 1998;
Gardner, 2008; Gomez, 2002; Louie-Griffith, 2009; Rempel, 2010; Snuffer, 2011) and the
transition into graduate education is difficult (Fischer & Zigmond, 1998). Students need
information about graduate school before they enter and throughout graduate school (Snuffer,
2011). Collaborations are necessary to provide for graduate student’s needs (Poock, 2002;
Rempel, 2010; Rempel et al., 2011). Graduate students require information targeted to them
(Nesheim et al., 2006; Rempel et al., 2011) that is stored in a central location, including a
calendar of events (Fong, et al., 2016; Ismail, 2009; Rempel, 2010; Rempel et al., 2011).

Non-traditional students are older and often work to support their families (Benekos et
al., 1998; Kirby et al., 2004) or would not have traditionally qualified for graduate school
(Snuffer, 2011). Non-traditional students often need more time to complete their degree
(Haydarov et al., 2013). Many MSW students are non-traditional students (Casstevens et al.,
2012; Munson, 1984), and the demands of their jobs and prior work experience (Han et al, 2012) adds to MSW students’ needs.
Chapter 3: Methods

Qualitative Research Methodology

This research practicum incorporated qualitative methods of research that included data gathered through interviews with service providers, and a focus group with MSW students registered at the SC. Qualitative research allows the researcher to develop a richer and deeper understanding of a phenomenon because data is not collected in numerical form (Trochim, 2005). Qualitative research utilizes inductive reasoning, meaning research is developed from the ground up, rather than formed from the perspective of the researcher (Creswell, 2013).

Since the purpose of this study was to assess the adequacy and relevance of supports and services available to MSW students at a satellite campus, obtaining a deeper understanding of both MSW student and service provider experiences in accessing and delivering those services provides a deeper understanding of MSW student’s needs.

Qualitative research utilizes credibility, transferability, dependability and confirmability as “criteria for judging [the] research quality…” (Trochim, 2005, p. 126). Credibility means the research is believable from the participant’s perspective; transferability refers to the degree of generalization; dependability is the degree of repeatability; and confirmability is the degree to which others can relate to the results (Trochim, 2005). Each of these criteria is described, where applicable, throughout the remainder of this paper. A needs assessment research design was utilized for this study.

Needs Assessment

Needs assessment is an assessment strategy conducted within an organization “to improve effectiveness or productivity of the group related to its mission” (McCawley, 2009). The mission for this research was to assess the adequacy and relevancy of supports and services
accessible to MSW students at the SC. Blimling (2013) defined an assessment of post-secondary student’s needs as “the process of collecting and analyzing information to improve the conditions of student life, student learning, or the quality and efficiency of services and programs provided for students” (p. 5).

Needs assessments often identify gaps or service needs that could be considered either opportunities or problems (Watkins Meiers, & Visser, 2012). Needs are defined as the “difference between your current achievements and your desired accomplishments.” (Watkins et al., 2012, p. 20). The results of the needs assessment should be clearly disseminated and celebrated formally within the institution (Schuh, 2013). Several instruments can assist researchers conducting needs assessments to gather, analyze and present the data.

**Research Instruments**

Survey research instruments were utilized to collect data for this study. Survey instruments include mail surveys, electronic surveys, personal interviews, and group or focus group interviewing (Trotchim, 2005). Personal interviews and an MSW student discussion were used to gather data for this study. Personal interviews were conducted with managers and/or directors of support and service providers at the U of R. This method of data collection has the potential to yield the best results for this population. Personal interviews allow the researcher to ask follow-up questions if needed, to provide additional information and it is often more convenient for participants to participate (Trotchim, 2005). Given managers and/or directors have demanding, varied work schedules, ensuring participants could choose a time convenient to them was important to increase participation in the study. Each personal interview consisted of five open ended questions with prompts after some of the questions (see Appendix C).
A second list of open-ended interview questions was utilized to prompt discussion within a student discussion comprised of MSW students registered at the Saskatoon Campus (Appendix D). The list of questions consisted of five open ended questions to guide the discussion, with some prompts to obtain clarity. Watkins et al. (2012) indicated that a focus group discussion can be utilized to “collect information on current performance; validate the results of a survey; define the desired results; identify potential solutions; define strengths and weaknesses of potential solutions” (p. 95). The goal of the SC MSW student discussion was to gather information from MSW students about current performance, define the desired results and identify potential solutions.

**Population**

Two populations were sampled for this research practicum. The first was Master of Social Work students attending the satellite campus located in Saskatoon. This study focused on MSW students at the SC because distance education is important for Canadian social work education and social work institutions must provide the same level of service for all locations and formats of their program, including on-line or distance education (CASWE, 2014).

The second pool of participants was service providers who provided services to MSW students in Saskatoon. Initial discussions regarding the research project identified service providers as important sources of information who could describe their experience in providing supports to MSW students in Saskatoon.

**Sampling Procedures**

A purposive sampling procedure was used to identify each of the two pools of participants selected for study. Purposive sampling is used in situations where researchers wanted to study one or more predefined groups (Trotchim, 2005). MSW students registered
through the SC in April 2018 were contacted through the U of R email system. All 50 MSW students were sent the introduction email (Appendix E). Blind carbon copy was used to ensure potential participants were not able to view email addresses of other potential participants. The email introduced the researcher and described the scope and the purpose of the research. Email recipients were directed to contact the researcher through the U of R email system or by phone if they were willing to participate in a discussion held at the U of R, SC.

Recruitment posters (Appendix F) that described the purpose of the research study and identified the researcher were distributed throughout the FSW, SC, in places MSW students frequent (classrooms and FSW office). Copies of the recruitment poster were also emailed to faculty within the FSW to enable faculty to share information about the study with MSW students they supervise or teach. MSW students willing to participate in the study were asked to contact the principal investigator by phone or through the U of R email system to express their interest in participating. Research identified that 5-12 participants is an optimal group size for a focus group (Trotchim, 2005; Watkins et al., 2012). Of the 50 participants that were contacted, two agreed to participate in the discussion. As a result of not achieving the optimal group size, the focus group was labelled SC MSW student discussion.

Managers and or/directors of services responsible for providing supports and services to MSW students were contacted through the U of R email system (see Appendix B). The email introduced the researcher and outlined the scope and purpose of the research (Appendix G). Service providers were then contacted by phone to ask if they would be willing to participate in an interview about their experience providing supports and services to MSW students attending the SC. Contacting the service providers by phone allowed for a discussion to arrange a time for the interview and to identify if they were the appropriate person to interview.
Snowball sampling was used when potential participants identified other people appropriate to interview for the study. Snowball sampling is as a method of sampling that relies upon participants to refer other participants and is especially helpful in situations where populations are difficult to access (Trotchim, 2005). Snowball sampling was appropriate for this study because in some cases it was difficult to determine the appropriate persons to interview. Potential participants identified through snowball sampling were sent the introduction email (Appendix G). They were then contacted by telephone to see if they would be willing to participate in an interview about their experiences in providing supports and services to MSW students in Saskatoon. If they consented to the interview, an interview time was chosen and scheduled with the service provider. Eleven services were contacted, and six interviews were conducted, one interview consisted of two service providers from the same service, so there were seven interview participants.

**Data Gathering Methods**

Service Providers who consented to an interview were sent the interview participant consent form (Appendix H) for their review by email through the U of R email system. Participants were asked to review the consent form and send a digital copy back to the interviewer by email prior to the designated interview time. The interviewer contacted the interview volunteer at the predetermined time by phone. After the first interview, the principal investigator recognized the need for an interview protocol which was used in all subsequent interviews (Appendix I). The interview protocol ensured the interviews were conducted in a consistent manner, adding to the dependability of the data.

Interviews varied in length between 10-22 minutes and they were digitally recorded and transcribed. Participants were numbered one through seven, in the order they were interviewed
and identified on the transcripts as P1 through P7. The transcripts were sent by email to the interview participants to verify that the transcribed interview reflected the content of the interview, along with a transcript release form (Appendix J). Having participants review the raw data to ensure it reflected their perspective added to the credibility of the data. Once interview participants were satisfied it reflected the content and context of the interview they were asked to sign and return the signed transcript release form.

SC MSW participants who indicated they would be willing to participate in the focus group by contacting the principal investigator were sent a digital copy of the MSW student discussion group consent form by email on the U of R email system (Appendix K). SC MSW student discussion group participants were asked to review the consent form and contact the principal investigator if they had questions. SC MSW student discussion participants were asked to return a digital copy of the signed consent form by email on the U of R system if they still chose to participate in the discussion. Two participants attended, the discussion was digitally recorded and lasted 34 minutes. SC MSW student discussion protocol was read to participants before the discussion began (Appendix L). After the discussion, the digital recording was transcribed and sent to participants via email. Students were identified as MSW 1 and MSW 2 on the transcript. Once participants were satisfied it reflected the SC MSW student discussion they were asked to sign and return the transcript release form (Appendix J).

**Ethical Considerations**

The research practicum manual indicates that ethics approval must be obtained prior to any research being conducted that involved human subjects (University of Regina, 2017). The 2014 Tri-Council Policy Statement outlines ethical conduct for research involving humans (Canadian Institutes of Health Research, Natural Science and Engineering Research Council of
Canada, and Social Sciences and Humanities Research Council of Canada, 2014). The purpose of the Tri-Council policy statement is to ensure that research is conducted to the highest possible ethical standards and weighs the benefits of the proposed research with the potential risk to participants.

Ensuring research is conducted ethically is particularly significant for social workers embarking on research. The Social Work Code of Ethics (CASW, 2005), which guides social work practice, also requires that social workers conduct themselves in an ethical manner. The six values defined within the Code of Ethics: respect for all people, social justice, serving humanity, integrity in practice, confidentiality, and competence in practice: were evident throughout the development of the research project. Regular supervision was provided by the professional associate and the academic supervisor to ensure adherence to the best practice in research. Participants were informed that the research being conducted was being conducted by an MSW student and they were given ample opportunities to ask questions and have access to the final research results.

Risk to participants who volunteered to participate in this research study was considered low. The only potential risk identified for interview participants was that participants may experience stress related to recalling or discovering barriers in providing services to MSW students at the SC. The potential risk for SC MSW student discussion group participants involved recalling stress they experienced or anticipating stress they may have in the future, accessing necessary supports and services. Both the SC MSW student discussion group and the interview participants were encouraged to access counselling if they experienced stress because of their participation in the study. SC MSW student discussion group participants were provided information on how to access campus counselling services on the consent form.
Data Analysis Procedures

Nowell, Norris, White, and Moules (2017), stated that researchers should listen to digital recordings of qualitative data at least three times to develop an understanding of the meaning and patterns in the data. Service provider interviews and SC MSW student discussion recordings were listened to three times, then transcripts were read three times. All identifying data was redacted from the transcripts before data analysis began. A content thematic analysis was used to analyze the data. A content thematic analysis is defined as the “identification of themes or major ideas in a document or set of documents” (Trotchim, 2005, p. 128). Researchers who conduct needs assessments should use “inductive, deductive or combined approaches to reducing qualitative data so they become pertinent themes and constructive quotes” (Watkins et al, 2012, p. 69).

Saldena (2009) defined codes as words or phrases that summarize the essence of the data. These codes were written in the margins of the transcripts and then written on flash cards. The codes were grouped into themes. A reflexive journal was kept during data collection and data analysis to improve dependability. Themes were identified for each service provider interview and then combined with other service provider data to discover consistent themes between service providers. Data from the SC MSW group discussion was analyzed the same way service provider data was analyzed. Themes developed from service provider data was compared to SC MSW student discussion data. The comparison allowed the researcher to triangulate or confirm data between the two sources, increasing the confirmability of the study.

Watkins et al. (2012) indicated that findings from needs assessments should be presented in a clear and concise manner that makes sense to others. Concept mapping was utilized to represent themes identified from the data analysis for this study. Concept mapping is a method of
representing data visually that describes relationships between the data and can be done by one person or several people (Watkins et al., 2012). Concept maps were chosen because they provide a concise manner to represent the relationships between the themes that were revealed through the data analysis. The SC MSW concept map is combined with the service provider concept map to create a combined concept map that describes the relationships between themes identified by the two pools of participants.

Needs were identified through this comparison; SC MSW student data defined what was desired, and service provider data defined what was available. Fishbone diagrams are used to represent the needs. A fishbone diagram is a cause and effect analysis that is often used as a brainstorming strategy that provides structure to a group discussion (Watkins et al., 2012). Instead of a group discussion, data gathered from both groups was utilized by the researcher to fill in the fishbone diagrams.
Chapter Four: Findings

A brief description of themes developed from SC MSW student data and the SC MSW student concept map are given before a brief description of the service provider themes and the service provider concept map. Themes in the combined concept map are described, along with a more in-depth description of the data, including similarities and differences between the two samples. Needs, along with the fishbone diagrams, are described in the last part of the findings section.

Four themes and three sub-themes were identified from the MSW student discussion data analysis. The themes include: service providers, barriers (resources, information and relationships), accountability for all, and MSW students (see Figure 1). Five themes and five subthemes were identified through the service provider data analysis. The themes include: conduits for service delivery, methods of service delivery (technology and face to face), barriers (resources, provincial mandate, information), MSW student descriptors, and accountability (see Figure 2).

Combined Findings

Themes developed from SC MSW students and service providers were compared and the themes are represented on a combined concept map. Differences and similarities between concept maps gathered from SC MSW students (Figure 1) and Service Providers (Figure 2) are discussed under each theme on the combined concept map (see Figure 3).

Data from SC MSW students and service providers that informed the development of the combined concept map are discussed together to enable a discussion of the differences and similarities in the data from the two pools of participants. The description of the data includes the needs identified through the comparison of the data. The two needs identified, MSW student
relationships and information, were depicted in a fishbone analysis (see Figure 4 and Figure 5) as part of this description.

Figure 1

*SC MSW Student Concept Map*

![Concept Map](image)

*Figure 1. Service providers provide supports and services that must go through the student barriers. Some services get past the barriers to the SC MSW students. MSW student descriptors, work, family, Regina, Saskatoon, full-time (F/T), part-time (P/T), and finish in a timely manner described MSW students receiving services from the service providers. An overarching arrow is utilized to depict accountability of services to students (on the top) and students to services (on the bottom) on the concept map.*
Figure 2

*Service Provider Concept Map*

Figure 2. Conduits of service delivery are depicted as overlapping circles to describe the relationship between service providers. Methods of service delivery are represented with rectangles and labelled technology and face to face. Arrows point to the methods of service delivery from the service providers. Barriers are ovals and cause disruptions from methods of service delivery to MSW students. MSW student circle is divided into two sections, representing Saskatoon and Regina MSW students. The theme of accountability is represented as large over-arching circles both to and from the students to service providers.
Figure 3

Combined Concept Map

Figure 3. The combined concept map represents themes from SC MSW students and service providers and provides a visual representation of their relationships. Conduits of service delivery developed from service provider data is included on the combined concept map. Methods of service delivery, technology and face to face developed from service provider data. The provincial mandate and resources, such as time, financial resources, and juggling busy lives, from SC MSW students and service providers, remain as barriers in the combined concept map. Needs, information and MSW student relationships were developed from data in barriers that describe gaps between what is available and what is desired. MSW student theme contains data from both SC MSW student data and service providers that describe MSW students or differentiate services accessible to students based on Regina or Saskatoon Campus locations.

Conduits for service delivery. Through SC MSW student data analysis, the theme supports and service providers was identified and encompasses all services provided to MSW students that participants identified. This theme included University wide supports and services provided to students, such as library services. Graduate student specific supports and services provided
through the Faculty of Graduate Studies and Research (FGSR) and program specific information provided by the FSW were also included in this theme.

Most of the data in the supports and service providers theme described student’s interactions with the FSW. Although MSW 2 indicated, “… technically we’re students of the Faculty of Graduate Studies…”. SC MSW students rely on the FSW to teach classes, provide information, and to deliver academic support and supervision. Faculty members who teach courses often take on a dual role as both teacher and information provider. MSW 1 indicated, “…when I’ve needed … support or whatever, I’ve just contacted my instructor…., whoever is teaching the course…” The MSW coordinator was mentioned multiple times by both participants as a support to help navigate the program and a valuable source of information. MSW 2, who has been in the program longer, described the coordinator position as consisting of two people, one of whom was staff and the other faculty. “That person…could help you with… what you’re going to pick to do as your practicum or your thesis….”

Academic supervising was identified as another service the faculty member provides, and the role was utilized interchangeably to describe practicum, research practicum, or thesis academic support. This support was discussed more by MSW 2, as this participant was further along in her program and had utilized this support more, “to me the faculty is… a support and service…” This theme was changed to conduits for service delivery after analysis of the service provider data.

Conduits for service delivery developed during analysis of the service provider data. Service provider data was subdivided to describe the parties responsible for service delivery (U of R, FGSR, FSW, and Partnerships). Data within this theme included information that described the sequence of events that sometimes must occur for students to receive services (i.e. faculty
referral). Since the data indicated the subdivided parties were often interconnected, they were not made into subthemes.

**U of R.** Services provided directly to students by service providers at the U of R, institution wide, were labeled as U of R and were grouped together. These services were accessible to the entire student body at the U of R and included both face to face services and services students accessed on-line, such as library services. Data that described processes or protocols governed through legislation or university policies was also labelled U of R. P3 described how legislation defines services, “I would suggest the accessibility piece is actually quite readily managed again, with the accessibility office and of course through human rights legislation, because it’s not optional to provide accommodations to students.” When describing barriers MSW students faced in accessing supports, P2 indicated, “… always seems to be more in relation to the sort of larger university kind of supports…” Later, while discussing processes in place for students, P2 indicated, “… those processes are in place, but because this is a larger institution, they’re institution wide policies.”

**FGSR.** The FGSR is responsible for graduate students at the U of R. The FGSR’s relationship to the FSW and students was described most clearly by P2: “It’s a confusing set up, right? The way that we deliver the MSW program, but it’s actually a program of Graduate Studies and Research.” Data that referred to direct services provided by FGSR, accessible on-line or in Regina, like workshops and the graduate student conference were grouped together with FGSR. As a conduit for service delivery, the FGSR also provided students with information about workshops through partnerships with Mitacs, a not-for-profit agency to help support research (Mitacs, 2018). P5 described how students in Saskatoon could access Mitacs, “So Mitacs, being a member of the U of R allows you to participate in any Mitacs workshops across
Canada. So, the U of S would host in person workshops as does the U of R.” Codes that described the effort it took to provide information to students about their services was also grouped in FGSR (like sending emails to graduate students).

**FSW.** Data that indicated the FSW was a service provider or a conduit for service delivery was labelled the FSW. All the service providers, regardless of whether they provided direct or indirect services to students, identified the FSW as a conduit for students to access supports and services. The FSW provided students with information about services delivered by service providers, arranged/requested services to be provided to MSW students to be delivered by the service provider, and/or arranged/requested services for MSW student(s) to be administered by the faculty. For example, providing information about changes to counselling services to students in Saskatoon has been facilitated by the FSW. “I think we will primarily go through the two faculties that we’re working with, with Social Work and Nursing to make sure that goes out through the Dean’s and through your list serves and networks” (P3).

The FSW also arranged for service providers to disseminate information about their service directly to MSW students. P2 said, “he (FGSR, Manager of Special Projects) actually participated in one of the MSW seminars we offered, just to give some information.” Sometimes faculty members requested services from service providers, and then the service was delivered through the service providers. For example, P3 described how a workshop could be booked through career services;

…it would typically go through one of the contacts like the faculty or administrator…. Typically, what they would do is promote that to their students. See what level of interest is, and then book an appropriate time and share that information with their network.
In other situations, services were requested and administered by the FSW; “… that again goes through our accessibility office, and it’s simply a matter of us providing that information to the faculty and/or the professor” (P3). This included day to day management of the space provided to faculty. “So, we don’t work directly with students, we can’t do that. The faculty needs to be in charge of that and manage their space” (P6). Some service providers provided “…behind the scenes…” (P6) services that were best managed through the faculty to meet the needs of students and faculty in the timeliest manner possible. These service providers continued to manage the behind the scenes negotiations and worked with the faculty to ensure services were adequate and relevant. “We would work with the faculty or unit to make sure they have adequate space …” (P6). The FSW also provided direct supports and services to SC MSW students.

The FSW delivers the MSW program at both campuses; services were described as teaching, advising, and providing information to students. Course scheduling and guidance were also provided to students directly by the faculty coordinator. P2 stated, “… we are always responsive to emails and phone calls, we try to answer questions. We do the MSW orientation every year, both in Saskatoon and in Regina, we schedule courses equally between the two locations.” P5 also referred to academic advising that is offered by the faculty; “any specific sort of Master of Social Work tutoring support would be from the faculty.” The FSW acted as a conduit for other services and provides direct services to students. The data indicated the faculty was also responsible for making and cultivating relationships and partnerships with other service providers. This led to the development of the last conduit for service delivery, partnerships.

**Partnerships.** Partnerships includes data that indicated services were delivered through partnerships with the U of R and the FSW. In addition to the Mitacs partnership, it also includes
leases for space, reciprocity agreements, and reciprocal borrowing agreements. Leases are typically arranged after consultations with the faculty about their needs. In response to a question about barriers, service provider P6 referred to the lease as a partnership, “No! They have been very receptive, they know we’re a partner as well down here.” Later P6 explained the partnership further: “We are a partner with them, and so they understand that the faculty does research and things like that, and so they are a research partner.”

P3 discussed the reciprocity agreement for the University of Saskatchewan (U of S) to provide counselling services to U of R students in Saskatoon, “For years we’ve had reciprocity in our mental health counselling services.” There has also been a reciprocal borrowing agreement with the U of S library as a failsafe system for students residing in Saskatoon.

…where I saw maybe some particular resource was available there, like maybe some book, well you can go there and access it there because … we have a reciprocal borrowing agreement through the U of R library and the U of S. (P1)

How the students accessed services also became a theme; many service providers differentiate their service through methods of service delivery.

Methods of service delivery. Methods of service delivery were subdivided into two subthemes, technology and face to face services. Students from both Saskatoon and Regina have received services from both service delivery methods but, in some cases, face to face service delivery methods to SC MSW students required travel for either the service provider or the student. This theme was not present in the SC MSW student data.

Technology. The subtheme technology included data from services delivered over the phone or through the computer. Service delivery that utilized postal services was also included in this subtheme; the service delivery model distanced the interaction from the service provider and
student enough that it could not be categorized as a face to face interaction. In most cases postal services were initiated on-line. For example, P1 described how postal services were used for library services, “There is a form that U-Read has on-line…we will send them the book in a postage paid envelope that they can send back in when they are done.”

All the interview participants who provided direct services to students provided some services through technology. P2 indicated she typically began conversations with students over the phone or email; “…when I’m contacted by a student, regardless of where they’re located, the first response is always, ok, let’s start with a phone conversation.” For some services who provided direct services to MSW students, almost all of their interactions were on-line for students at both locations. P7 stated, “we don’t have a bookstore in Saskatoon, but you can order books on-line.” P7 also discussed incentives offered to students accessing services on-line:

All your book lists go into U of R self-service and then, from there, you can go to the on-line bookstore and you can order from the bookstore. But we also put other vendors that sell that book and we advertise the prices too.

Students wanting to save money at either location could access this service on-line to compare prices and get the best possible price for books.

**Face to face.** Some services were delivered through face to face interactions, although overwhelmingly this option was only accessible to SC MSW students if the student or service provider travelled. Service provider travel was described by P3 “The career services, typically our career counselor, … will go up to Saskatoon on ad hock requests, whether that be for nursing [or] social work students….” Some services normally provided through technology have made attempts to provide services to students in Saskatoon; P2 said, “…we did have her (the MSW Program Advisor) go to Saskatoon to … be available and be present.”
Other service providers made it a point to attend Saskatoon at least once per year to develop relationships with students in order for them to feel more comfortable accessing services in the future. “Well generally..., for the last couple of years, I have gone up there every year at the beginning of the school year or early on in the school year and then I give a presentation to the social work students and faculty members there.” (P1). All services were accessible through face to face interaction to SC MSW students who were willing to travel to Regina.

**Barriers.** This theme developed from SC MSW student and service provider data. The subthemes within this theme are different for SC MSW students and service providers. When combined, the barriers that described what services were desired and what services were accessible created a gap and are thus described as needs on the combined concept map. There were both similarities and differences between MSW students’ barriers and service provider barriers.

**MSW student barriers.** MSW student barriers were divided into three subthemes: resources, information, and relationships.

**Resources.** Resources include student resources such as time and money. Data that referred to the busy lives of MSW students was included within this subtheme. Lack of institutional resources, like faculty time and funding for part-time students, was also included in this subtheme. MSW 2 described the barrier that lack of faculty resources created for her: “To me the faculty is also … a support and service and I think sometimes because there’s so many commitments that they have to do... the faculty is stretched.” MSW 2 explained further:

…for example, the person who’s my academic advisor… I’ve seen in the last little bit how many committees she’s actually on. It seemed like every email that came out about an MSW presentation, it seemed like she was on the committee, like that’s a lot of work.
Plus, teaching and I appreciate all of that, but it still feels frustrating if you’re a student who’s trying to get through this in a timely manner, and it seems like that can’t happen.

MSW 1 described access to funding as a barrier, including the opportunity to apply for student research and teaching assistant opportunities. The student’s part-time student status created a barrier to accessing financial support. While discussing the requirements to be considered a full-time student, and eligible for funding, MSW 1 said:

I’ve never taken two MSW classes, and I’m not even going to try it. So that automatically eliminates me from scholarships, which is an important part of support. These student positions, employment, and that, all can definitely affect your success in the long run.

Information. Lack of information about supports and services has presented a barrier to SC MSW students; students believed they could benefit from being fully informed about what supports are accessible to them. MSW 1 said, “even just having a handout would be beneficial.” SC MSW students wanted information targeted to the SC, “… if there was something more dedicated to come from …Saskatoon…” (MSW 2). MSW 2 further explained why this would be helpful to her: “Maybe I’d … read that or pay attention to that more and not just think that things automatically don’t count for me.” Sometimes students knew of services but, due to what they perceived as misleading information, they dismissed it as being relevant for them. When MSW 1 learned that the thesis boot camp included support for students completing for field or research practicum reports she stated, “I would not know that by the title, thesis boot camp, I would never assume that.” Lack of information about the importance of accessing supports was also included in this subtheme. “I think it’s …. a matter of getting people seeing the benefit of being connected and taking advantage of supports” (MSW 2).
SC MSW students believed some students assumed they did not need the support, “… if they don’t think they need it they’re not going to go” (MSW 1). Other assumptions, like assuming services were not accessible at the SC, also created barriers that were grouped into the information barrier sub-theme.

I’m also just so thankful to have the extension division in Saskatoon, cause if I had to go to Regina I never would have never got my social work degree and I would not be working on my MSW. That’s just me, I wouldn’t be traveling elsewhere… I’m just glad they have the classes here, just give me the basics that I need (MSW 1).

The idea that students at the extension location in Saskatoon only had access to the bare minimum of supports and services was echoed later by MSW 2, “I think you just have the mindset that yeah, it’s a bit more limited services but you have the benefit of staying in your home community…” In some cases, the assumption also led to ignoring information that was disseminated through email, “I’ve perused a few – mostly I just delete, and I guess my thought is that like – that’s coming from Regina so that stuff’s maybe not as applicable to me.” (MSW 2). The lack of information created assumptions and acted as a barrier to students accessing supports. Data that indicated students knew they could access information but didn’t research it until it was needed was also included in this subtheme.

Relationships. Lack of relationships with both staff and faculty was identified as a barrier for SC MSW students. SC MSW students valued opportunities to develop relationships with faculty and other MSW students. Building relationships with faculty was one reason MSW 1 sought out graduate student positions as a part-time student “in terms of experience and getting to know the faculty more…” . MSW 2 believed relationships are key to MSW students’ success,
“I think relationships, I think that’s the key thing, and I mean, it’s like how do you develop those, you know? Relationships for it to be a more supportive… environment. I guess even more amongst students right, that we rely on each-other or share information…”

These relationships were seen as more important after class work was completed, “…it seems like once you get through your classes here, you’re not really connected to anyone or anything” (MSW 2).

**Service provider barriers.** Service provider barriers were subdivided into three subthemes: resources, the provincial mandate, and information.

**Resources.** The first subtheme, resources, included data regarding finances, knowledge and time resources. P2 summed up the fiscal reality for post-secondary institutions, “The fiscal reality for all Universities is a little more challenging, … Given some of the funding cutbacks, and claw backs and roll backs and all of those kinds of things.” Along with resources, lack of knowledge sometimes also presented a barrier. “So, we are learning and experimenting and learning from other universities on the best ways to meet students’ needs.” (P5). The fiscal realities and learning as barriers to providing services were even more prevalent because of the provincial mandate of the FSW and was identified as another barrier.

**Provincial mandate.** This subtheme contains data that identified the FSW’s provincial mandate, to provide social work education to students throughout Saskatchewan, as a barrier to delivering services to students. P6 described how unique the FSW at the U of R is, “I would say that the Social Work Faculty at the U of R is rather unique, in that they have a provincial mandate. That’s the only faculty I’m aware of that has that, for either University.” Data related to two campuses was also grouped into this sub-theme. When asked what barriers the service provider could identify for delivering services to students at the Saskatoon campus P3 said, “I
think obviously, the fact that it’s not on the main campus.” Data analysis also revealed the provincial mandate not only taxed resources, but also made providing information to students more challenging.

Information. Access to information was another barrier for service providers, and also acted as a barrier to students who were seeking information. This subtheme contains data that identified there was no central location for information. When asked where students could access information P5 stated, “The current student [web]site has some of the resources that are available and some of the links to other places.” P5 further highlighted the difficulty providing a central location for information: “all the stuff through the library are kind of one-off events.” This subtheme included data that described the effort it took to disseminate information about supports and services to students. The lack of feedback about the effectiveness of service providers efforts to disseminate information was also grouped in the information barrier.

Data indicated service providers have had no way to gather data about student usage by location; P5 said, “…we can’t actually track which students are in Saskatoon and which students are based in Regina.” This subtheme also included the assumption that things were going well because there had been no feedback; the assumption was that no news was good news, when it came to the potential the problems Saskatoon students had in accessing services. P7 summed up what other interview participants also conveyed: “I’ve never once been asked for anything in particular for a student in Saskatoon.” Some service providers began to question the assumption that no news was good news and this data was also included. “It’s interesting that you are asking the question because now I am asking the question in my head” (P7). This thought was often coupled with similar data describing the belief that service providers have provided the same level of service to all students.
**Needs.** Needs developed from comparing service provider barriers and SC MSW student barriers. Watkins et al. (2012) indicated that gaps between what is accessible and what is desired identifies needs. MSW students described what was desired and service providers described what was accessible. MSW relationships (MSW) and information (Info) are identified as needs on the combined concept map (see Figure 3). The MSW student relationship need, (Figure 4) included data from the service provider resources barrier (identified by service providers), specifically data that described a lack of student participation. Data from the accountability theme (identified by both service providers and MSW students), relationships and resource barriers themes (identified by MSW students). The information need developed (Figure 5) from data in both information barriers (MSW students and service providers) and service provider resources. Codes in each barrier forming the relationship need and information need are represented on a fishbone analysis (see Figure 4 and Figure 5).

**Accountability.** The theme accountability was present for both SC MSW students and for service providers. SC MSW students accepted responsibility for seeking and accessing supports and information to assist them in completing their degree. As an example, MSW 2 stated “… being … a student at this level…, I think the information is there if you really want to find it research on your own, check things out…”. Later in the discussion, MSW 2 described her responsibility to seek supports:

… to some degree if you’re not willing to find out what is available or offered either, I think it has to go both ways to some degree, right? I think if I was truly struggling I could have gone to better effort to access things.
Figure 4

Fishbone Analysis: MSW Student Relationship need

Figure 4. SC MSW participants believe relationships with peers and faculty are important. One of the service providers also acknowledged the information sharing benefits of attending things like the MSW seminar and barriers to SC MSW student attendance. Factors such as a stretched Faculty, an assumption of minimal supports available, lack of accountability, and lack of MSW student participation contributes to this need. Data from service providers and SC MSW students create the need, information.
Figure 5. The lack of a central location for information, no news is good news service provider barriers combined with lack of knowledge about services, assume it’s not for them, don’t ask until it’s needed. SC MSW student barriers create this need. The lack of a central location for information creates barriers for service providers and students. Service provider efforts to disseminate information to students combined with students deleting or ignoring emails because they assume they are not applicable, either because they assume minimal supports or because it isn’t targeted to them. The inability to track students from Saskatoon vs Regina, (no news is good news) also contributes to this need.

The theme of accountability also includes data that described the lack of accountability for attending support services, such as the MSW seminar. “Yeah, they’re mandatory, but they’re not. You don’t get marks docked if you don’t attend” (MSW 1). Accountability extended to student responsibility for completing tasks related to completing their final project (practicum, research practicum, or thesis).

Accountability incorporated data that recognized students have the option to travel to Regina, “I guess you could drive to Regina …” (MSW 2). This subtheme also included student’s decisions not to attend services offered to them. For example, MSW 2 said, “I’m just as guilty
[for not accessing services].” The accountability included data that indicated if services were offered in Saskatoon, SC MSW students may still have decided not to attend, “… maybe I still wouldn’t have… [gone]? Maybe I wouldn’t of, I don’t know.” (MSW 2). Student responsibility and accountability to the MSW program was summed up with MSW 1’s statement, “The thing about the MSW program is that people do their MSW because they want to, very few people are forced to do it, most are here because they want to…” Accountability extended to the supports and services accessible to SC MSW students.

SC MSW students referred to the fees they pay to the U of R as a reason they believed supports and services should also be accountable. The faculty’s accountability to provide supervision was also included within this theme; MSW 2 pondered “are they letting too many people into the program …?” The accountability theme included data about what was working well for SC MSW students, such as MSW student seminars. MSW 1 stated “I went to all those seminars, I really found them beneficial…why don’t people come?” This theme identified strengths within the supports and services MSW SC students have accessed in the past, such as library services, consulting with the MSW coordinator, and accessing other faculty members for information.

Just the library services which I’ve found … helpful, and then when I was completing my thesis and my research study for that, I had contact with some of the faculty at Regina, to… coordinate using a room there or whatever…, so that was helpful. And I’ve reached out to the MSW coordinator a few times, and they’ve always gotten back to me… in a timely manner and my questions are answered… (MSW 2)

The theme accountability also developed from the service provider data; this included both service provider accountability to reach out to students, and student’s accountability to
access them when needed. P2 discussed SC MSW student’s responsibility if they have difficulty accessing support.

   In terms of process [it’s] just good social work practice…. So, if a student is having or experiencing conflict with their supervisor, or there’s concerns…, one of the first things I’m going to be doing is talking to them about…what has happened up to this point to try and address this (P2).

   P2 also held the supports and service providers accountable to the students: “…bottom line is, we work for the students….” The service providers also held themselves accountable to provide information to students. “We certainly want to make students aware of the fact those services exist because some of your students, MSW students in particular, … may not even know that those services are available to them” (P3).

   **SC MSW student.** MSW student theme developed from outliers in the data gathered from SC MSW students and service providers that described MSW students. Almost all the service providers differentiated MSW students they served based on their location, Saskatoon or Regina. The bulk of the data for this theme was gathered from SC MSW students. MSW students differentiated students based on location, and full-time or part-time status. MSW 1 referred to services she believed were not accessible to her and indicated, “… I think that’s only for Regina students, like if I was in Regina …”

   Service providers used location to identify the services they offer “… we do the same thing here [in Regina], the only direct service we provide to students is parking” (P6). Data that indicated service providers offer the same service to students in both locations was also included within this theme. Although service providers also discussed part-time status of some students,
this was addressed as a barrier rather than a descriptor of the students themselves. SC MSW students referred to MSW student’s full time/part time status as both a barrier and a descriptor.

“…if you’re a full-time student you’re gonna have more benefit…. you will be more immersed as opposed to, I think, the part-time. I feel like most people are part-time student status in terms of their MSW” (MSW 2).

References to family and work were also included in the MSW student theme. For example, MSW 2 stated “… most people are working full-time or have families and that type of thing.”

The last code of data, finish in a timely manner, was developed from one SC MSW student who repeated this phrase multiple times. Her goal of “finishing in a timely manner” (MSW 2) had been thwarted by barriers she had experienced, including stretched faculty, busy lives, lack of relationships and information.

**Discussion**

Literature reviewed for this study recommended collaborations between service providers and academic units to meet the needs of graduate students (Fong et al., 2016; Rempel et al., 2011). Data from service providers described this collaboration throughout the interviews done for this study. The collaborations were not fully recognized by the students in this study, and, therefore, are only represented on the interview concept map (see Figure 2). This description is maintained on the combined map (see Figure 3) to provide a more accurate depiction of the flow of service delivery. SC MSW participants indicated that some services they have accessed, almost entirely through technology, like library services, are working well. Although a preference for technology as a service delivery method was not specifically
discussed, both participants recognized they were enrolled in a satellite location and they were grateful for the ability to access courses through the SC.

Library services at post secondary institutions have developed more and more of an online presence to provide services to students (Rempel, 2010). It was clear throughout data collection that service providers focussed on services provided through face to face communication as a marker for providing the same level of service to students on both campuses. However, SC MSW students who accessed services on-line did not report any problems. Service providers indicated that additional supports and services may be accessible through recordings and virtual attendance in the future. Students, especially non-traditional students, want to access services when it is convenient for them, usually in the evening or on the weekends (Ismail, 2009). When barriers to driving to services, such as time and cost, are factored in, students may prefer online service delivery options.

Like the study by Ligon et al. (1999), MSW students in this study were willing to sacrifice their learning experience for convenience. If it was not for the technical difficulties experienced during the online course, the class might have been rated higher by students than the traditional face to face class (Ligon et al., 1999). Advancements in technology since the study was published in 1999 might make this mode of delivery preferable to students. Obtaining additional data about online service student usage based on location could provide valuable information to the faculty about the best ways to deliver services. For example, having service providers drive to Saskatoon might not be necessary when services can be offered online, therefore cutting time and costs associated with travel. Service providers also indicated they often travel to deliver services or attend student orientations to assist in developing relationships
with students. Determining which of these would benefit students in Saskatoon could provide valuable and cost saving information to the FSW and the U of R.

Like other studies, this study found access to information about supports and services is essential in order for students to utilize them; other studies have found graduate students asked for services already accessible to them (Fong et al., 2016; Nesheim et al., 2006; Rempel et al., 2011), indicating that it was unlikely they received adequate information about the services available. Like other studies, SC MSW students in this study wanted services targeted to graduate students’ specific needs, and students tended to disregard services not targeted specifically for them (Poock, 2002; Rempel, 2010; Rempel et al., 2011). SC MSW students in this study also wanted information targeted to specific locations, so they could be fully aware what services were available locally, either face to face or online. This strategy has been recommended for de-centralized locations (Ismail, 2009) and could assist SC MSW students by ensuring they read the information. SC MSW student and service provider barriers form a formidable hurdle to accessing services.

Service provider barrier, resources compound the problem for accessing services for graduate students.. Announcements of more cuts to funding for post-secondary education in 2017 (CBC News, 2017, March 22) means institutions providing graduate education will likely experience even more strain on their resources. The provincial mandate to provide education to students from all over the province puts even more pressure on FSW resources at the U of R.

Research indicated that faculty support is a crucial aspect of graduate student success (Burkholder, 2012; Gilmore, et al., 2016; Louie-Griffith, 2009; DeClou, 2016). The degree to which graduate students receive support from faculty supervisors and develop relationships within their prospective programs contributes significantly to the amount of success, and
subsequent stress, students experience (Gomez, 2002; Hyun et al., 2007). Graduate students get information (Sloan & McPhee, 2013; Hyun et al., 2007) and emotional support (Poock, 2002; Yale, 2017) from their peers. Students in this study indicated this support has been lacking for them. Research indicated that this type of support is necessary for graduate student success (Addonizio, 2011; Burkholder, 2012; Fischer, & Zigmond, 1998; Gilmore et al., 2016; Louie-Griffith, 2009; Poock, 2002).

Funding was identified as a barrier for students, both within the literature and within this study (Declou, 2016; Gardner, 2008; Gilmore et al., 2016; Peluso et al., 2011; Snuffer, 2011). An announcement of funding cuts to the Saskatchewan student aid fund, 32.5 million to 26.2 million in 2017, was made at the same time tuition is expected to continue to rise (CBC News, 2017, March 22). This might compound the problem for MSW students accessing government funding. Decreased funding makes attending graduate education even more difficult for single parents, which is concerning for a profession that is predominately female (Stephenson et al., 2000). Although a lack of both funding and paid employment opportunities through the U of R has been identified as a barrier by SC MSW students, it was not identified as a need on the combined map because there was no corresponding data from the service providers. This is an area the FSW may want to explore in the future, including discussions about the student assistantships and research positions, and supports for part-time students.

Similarly, access to counselling services for MSW students in Saskatoon was not included as a need even though the reciprocal service agreement between the U of R and the U of S recently changed. After learning the agreement was no longer feasible for the U of S, counselling services at the U of R began providing emergent phone counselling for students at the SC. Virtual counselling will be available to students attending the SC in the fall of 2018,
using an application process that meets privacy standards. The service provider indicated that the
counselling centre on campus has the ability to manage the possible influx of clients because
university management has been very responsive to mental health needs on campus.

**Recommendations**

The following recommendations address MSW relationships and access to information,
both primary needs identified in this study. Seminars provided by the FSW at the U of R were
reported as beneficial by the students who participated in this study and provide opportunities for
graduate students to gather, share information and develop relationships with other students and
faculty. The importance of this type of interaction was summed up by Fischer and Zigmond
(1998):

…students would do well to remember two principles: First, not all rules that are written
down need to be followed; second, not all the rules are written down. Reading the
graduate handbook is not enough. Students must talk with their graduate program’s
academic advisor, their own research advisor, and other students in the program (p. 33).

MSW programs that support student and faculty interaction are beneficial to students
(Addonizio, 2011). Faculty at the U of R often share responsibility for facilitating these
seminars. Attendance was an issue and the seminars have been suspended. Casstevens et al.,
(2012) found that many MSW students did not attend services the students had requested until it
became part of the class requirements. Research indicated that giving students information
regarding how to be a graduate student, and how to access supports and services, proved
beneficial to MSW student success (Casstevens et al., 2012; Louie-Griffith, 2009; Watson &
Ryercraft, 2010). Students in this study reported they deleted information they believed they did
not need, or thought did not pertain to them. The seminar could provide an opportunity to discuss
services and why they are important. Students also believed that because there was no accountability for seminar attendance, it wasn’t important. Making the course mandatory would address both of these issues.

Resuming the MSW seminar as part of a mandatory course could create accountability for student participation. Students attending the MSW program at the U of R must register in a non-credit course, offered free of charge, to gain information about ethical research. This course could be expanded to include attendance at the seminars. As a course, students could access information through ‘U of R Courses’ digitally. The courses page could act as a central location for students attending the MSW program, with an option for information to be sorted by location. Information from the University, FSW, partnerships, as well as the FGSR, could be housed on the portal. For example, FGSR indicated several workshops provided by Mitacs are available digitally; links to these services could be included on the portal.

Links to the library and other services, including a calendar of events, specific to MSW students, could be included as part of the course page. Students could meet, either virtually and/or in person, once or twice per semester, with varied agendas that provide information about various services, supports, and new developments, as well as to discuss barriers students experience throughout their MSW career. Assignments could include accessing seminars (in person or virtually) or webinars appropriate for that student. Evaluations could be filled out regularly to obtain feedback about the seminars and determine student’s needs and to guide the seminar’s agenda. Accountability could be based on a percentage of participation; for example, a student must attend a specific number of seminars, webinars, or other services.

A support group for indigenous students, called SAGE (Supporting Aboriginal Graduate Enhancement) was implemented in British Columbia (BC), in 2005 (Pidgeon et al., 2014). The
program extended beyond institutional or discipline boundaries and meetings were held in four different locations around BC; they found meeting regularly with peers and faculty increased students’ sense of accountability to complete their work (Pidgeon et al., 2014).

Data about student attendance and online service usage could provide ongoing feedback about the popularity of topics and the most utilized method of service delivery specific to location. Requests for additional supports, and student discussions during the seminar could guide future course programming.

Research recommended including families in graduate student activities because it was shown to increase participation and improve chances of graduate student success; in addition, graduate students who reported higher levels of support from family and friends reported being better able to cope (Kirby et al., 2004; Litvack et al., 2010; Louie-Griffith, 2009; Varga, 2016). Unfortunately, attending graduate school limits students’ ability to participate in family functions and limits their participation in extra-curricular activities (Gomez, 2002; Kirby et al., 2004). Difficulty managing personal obligations adds stress to the student and decreases necessary family support (Gomez, 2002; Kirby et al., 2004). The seminar for MSW students could be utilized to plan more informal graduate student events that involve family members.

Faculties have an obligation to “engage in teaching, research, scholarship, publication, and service to the profession and the community” (CASWE, 2014, p. 7). Ideally, the workload faculty assume should enable them to complete these tasks. This study found the faculty is stretched within the FSW at the U of R. The seminar will allow students to build relationships with faculty, while providing information in an efficient manner, saving faculty time.
Limitations of the Study

Given only two students participated in the focus group discussion, the findings from this research may not be applicable to other MSW student experiences. Attempts to generalize information to other institutions or programs should be done with caution. The timing of the focus group was likely a factor that contributed to so few participants in the focus group because it occurred after the winter session was completed. Students may have not been available at that time, or they were not checking their school email as frequently. Research also indicated that students may be concerned about perceptions from faculty supervisors about participating in a focus group (Nesheim et al., 2006). Although neither participant in the focus group stated that was a concern for them, it might have been a factor that prevented some students from volunteering. Another limitation also had to do with the timing of the interviews with service providers. The interviews began during the week of Congress 2018; many service providers and FSW members were heavily involved in Congress, therefore possibly impacting their availability to participate in the study.

Conclusion

Nesheim et al., (2006) indicated that if you want to know about student’s experiences you need to ask. This research project asked Saskatoon Campus (SC) MSW students and service providers about their experience to develop a more in depth understanding of the needs of SC MSW students at the U of R. This was done not only to keep the FSW in the good graces of their accrediting body, but also to address student needs. It was clear throughout this assessment process that service providers continue to strive towards self improvement and a culture of assessment is alive and well within the U of R and the FSW. As the social work profession continues to evolve, ongoing assessment of student needs will be necessary to ensure student
success that ultimately benefits individuals, education and society. Ongoing learning and assessment will be necessary to ensure social work programs attain accreditation standards and student needs.
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Sloan, M., & McPhee, K. (2013). Information seeking in context: Results of graduate student interviews. *Canadian Journal of Library and Information Practice and Research, 8*(1), 1-


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https://www.uregina.ca/socialwork/Campuses/index.html


Appendix A
Support and Service Provider Handout

<table>
<thead>
<tr>
<th>Services Accessible to Master of Social Work Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services accessible to students at the Regina campus (R) and the Saskatoon campus (S) are differentiated in the left-hand column. Services accessible to students at both campus’s (B).</td>
</tr>
</tbody>
</table>

If students encounter any difficulties in accessing services at the U of S, please contact Sally Machibroda (306-664-7373) immediately.

<table>
<thead>
<tr>
<th>B</th>
<th>Alliance Health Clinic</th>
<th>Alliance Health Clinic is an on-campus medical clinic where you can book an appointment to see a doctor and get your medication at the pharmacy. Must call to book an appointment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Location:</strong> Rm 225, Kinesiology Building, University of Regina 3737 Wascana Parkway Regina, SK S4A 0A2</td>
<td>Accessible to all students who are physically in Regina, with their Saskatchewan Health Card.</td>
</tr>
<tr>
<td></td>
<td><strong>Phone:</strong> (306) 337-2640</td>
<td>Drop in flu-clinics held in Saskatoon, information sent via email.</td>
</tr>
<tr>
<td></td>
<td><strong>Website:</strong> <a href="https://www.uregina.ca/international/current/services/health.html">https://www.uregina.ca/international/current/services/health.html</a></td>
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<tr>
<th>N/A</th>
<th>Centre for Teaching and Learning</th>
<th>On Hiatus right now</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Facilities Management</strong></td>
<td>Facilities Management is responsible for:</td>
</tr>
<tr>
<td></td>
<td><strong>Location:</strong> Rm 221, Greenhouse Gas and Technology Centre University of Regina 3737 Wascana Parkway Regina, SK S4A 0A2</td>
<td>- Campus Security</td>
</tr>
<tr>
<td></td>
<td><strong>General Information:</strong> (306) 585-5000</td>
<td>- <strong>Work Control Centre</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Email:</strong> <a href="mailto:Facilities.Management@uregina.ca">Facilities.Management@uregina.ca</a></td>
<td>- <strong>Space Allocation &amp; Renovations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Website:</strong> <a href="https://www.uregina.ca/fm/contact-us/index.html">https://www.uregina.ca/fm/contact-us/index.html</a></td>
<td>- Custodial Services</td>
</tr>
<tr>
<td></td>
<td><strong>Associate Vice-President:</strong> Nelson Wagner</td>
<td>- Parking &amp; Transportation Services</td>
</tr>
<tr>
<td></td>
<td><strong>Phone:</strong> (306) 585-4635</td>
<td>- Shipper/Receiver</td>
</tr>
<tr>
<td></td>
<td><strong>Office:</strong> GG221.12</td>
<td>- Mail Room (Lost &amp; Found)</td>
</tr>
<tr>
<td></td>
<td><strong>Email:</strong> <a href="mailto:Nelson.Wagner@uregina.ca">Nelson.Wagner@uregina.ca</a></td>
<td>Some of the supports through Facilities Management are direct services to students and some of</td>
</tr>
</tbody>
</table>
### Campus Security

**24-hour Campus Security Phone:** (306) 585-4999  
**General Inquiry Phone:** (306) 585-4407  

**Director of Campus Security:** Pat Patton  
**Phone:** (306) 585-4655  

**Manager of Security Operations:** Scott Crawley  
**Phone:** (306) 585-4294  

Campus security provides services to all students on campus.

- Students and faculty can alert security if they are working alone on campus or wish to get a walk along.
- Each officer is paired with an academic unit to increase communication.
- Campus Security also offers a low-priced security club for vehicles.

Services available 24 hours per day by calling campus security 24-hour phone line.

### Security at the Saskatoon Campus (Concourse Building)

**Phone:** (During office hours) (306) 933-8176  
**Cell:** (306) 221-7268  

**Phone:** (after hours): (306) 933-8115 or (306) 933-5774  

**Safe Walk:** (306) 966-SAFE  

Safe walk is accessible to any student on campus, including Innovation Place.

Volunteers in male/female pairs provide safe walks to students Sunday to Thursday, 8:30 p.m. to 11:30 p.m., during the school year. The rest of the time, Protective Services provides the service.

Students or staff can call (306) 966-SAFE to request a walk. Students can call ahead to arrange a walk or stop one of the patrolling teams on the street.

### Parking and Transportation Services (P&TS)

**Location:** Rm 108, College West  

Regina Campus: Open Monday to Friday from 7:45 am to 4:15
<table>
<thead>
<tr>
<th><strong>Location</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Regina</strong></td>
<td>Closed Thursdays from 2:00 to 3:30 pm. There is a contact form on the website to send emails to this organization.</td>
</tr>
<tr>
<td><strong>pm.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Location:</strong> Innovation Place Administration Office, Suite 102, 15 Innovation Boulevard (The Galleria).</td>
<td>Saskatoon students can purchase a monthly parking pass from Innovation Place or use the 8-hour metered parking. Wheelchair accessible parking stalls are marked. Students must bring their U of R Confirmation of Enrollment, plus a voided, personal cheque for direct withdrawal purposes.</td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 933-6609</td>
<td></td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="mailto:saskatoon@innovationplace.com">saskatoon@innovationplace.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Access Cards</strong></td>
<td>Students in Saskatoon who attend classes in the evening or weekends must get an access card from Innovation Place to enable access to the building. Students require their U of R Student Photo ID card plus a minimal deposit. The card will need to be reactivated at the end of each term at no charge.</td>
</tr>
<tr>
<td><strong>Location:</strong> Innovation Place Administration Office, Suite 102, 15 Innovation Boulevard (The Galleria).</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 933-6609</td>
<td></td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="mailto:saskatoon@innovationplace.com">saskatoon@innovationplace.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Work Control Centre:</strong></td>
<td>It is unlikely that students would need to contact the Work Control Centre.</td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 585-4039</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Work.Control@uregina.ca">Work.Control@uregina.ca</a></td>
<td></td>
</tr>
<tr>
<td><strong>Space Allocation &amp; Renovations</strong></td>
<td>It is unlikely that students would need to contact the Space Allocation &amp; Renovations directly.</td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 585-4408</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Alex.Buehler@uregina.ca">Alex.Buehler@uregina.ca</a></td>
<td></td>
</tr>
<tr>
<td><strong>Custodial Services</strong></td>
<td>It is unlikely that students would need to contact Custodial Services directly.</td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 585-4376</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Elaine.Groenendyk@uregina.ca">Elaine.Groenendyk@uregina.ca</a></td>
<td></td>
</tr>
</tbody>
</table>
| R | **Mail Room (Lost & Found)**  
   **Phone:** (306) 585-4675  
   **Email:** Mail.Room@uregina.ca | Students at the Regina campus can contact the Mail Room if they have lost something. |
|---|---|---|
| R | **Shipper/Receiver**  
   **Phone:** (306) 585-4651  
   **Email:** Stores.Receiving@uregina.ca | It is unlikely that students would need to contact the Shipper/Receiver directly. |

## Faculty of Social Work (FSW)

| **Regina**  
   University of Regina  
   3737 Wascana Parkway  
   Education Building 456  
   Regina, SK S4S 0A2  
   **Phone:** (306) 585-4554  
   **Fax:** (306) 585-4872 | **Saskatoon**  
   111-116 Research Drive  
   The Concourse,  
   Innovation Place  
   Saskatoon, SK S7N 3R3  
   **Phone:** (306) 664-7370  
   **Fax:** (306) 664-7131 |

### B

**Faculty of Social Work: Graduate Studies**  
**Coordinator**  
**Associate Professor:** Nuelle Novik  
**Office:** Rm 472, Education Building  
**Phone:** (306) 585-4872  
**Fax:** (306) 585-4872  
**Email:** nuell.novik@uregina.ca

- The Graduate Studies Coordinator is appointed by the Dean to provide supervision of the Master of Social Work Program in cooperation with the Faculty of Graduate Studies and Research.

### B

**MSW Program Advisor:** Thy-Thy Quach  
**Office:** Rm 456.3, Education Building  
**Phone:** (306) 337-2967  
**Fax:** (306) 585-4872  
**Email:** Thy-thy.quach@uregina.ca

- The MSW Academic Advisor is part of the student support staff. She/he provides continued support for all students with information on the program, processes and student progress.

### B

**Faculty Listings**  
**Website:** [https://www.uregina.ca/socialwork/faculty-staff/index.html](https://www.uregina.ca/socialwork/faculty-staff/index.html)

- A list of faculty and staff, along with contact information can be found at the faculty listing website.

### B

**Social Policy and Research Centre**  
**Director:** Bonnie Jeffery  
**Phone:** (306) 953 - 5311  
**Email:** Bonnie.Jeffery@uregina.ca  
**Website:** [https://www.uregina.ca/socialwork/Research/index.html](https://www.uregina.ca/socialwork/Research/index.html)

- The Social Policy Research Centre (SPR Centre) allows researchers to foster interdisciplinary research and collaboration. The centre supports social work scholarship and provides research training opportunities.

### B

**Practicum/Research/Thesis Supervisor**  
**MSW Practicum Manual:**

- The Academic Supervisor is a faculty member of the Faculty of Social Work, accredited by the
<table>
<thead>
<tr>
<th>Faculty of Graduate Studies and Research (FGSR)</th>
<th>Best to contact the FGSR through email.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong> Rm 110.2, North Residence</td>
<td>Benjamin Freitag is responsible for special projects, like:</td>
</tr>
<tr>
<td>University of Regina</td>
<td>Graduate Student Workshop: held each year, usually in the fall for new graduate students. Information sent via email.</td>
</tr>
<tr>
<td>3737 Wascana Parkway</td>
<td>Thesis Boot Camp: Boot camps held in Regina for students completing major papers, including thesis, practicum and research practicum reports. Information sent via email. Students can register on-line.</td>
</tr>
<tr>
<td>S4S 0A2</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> (306) 585-4161</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> (306) 337-2444</td>
<td></td>
</tr>
<tr>
<td><strong>Email Inquiries:</strong> <a href="mailto:grad.studies@uregina.ca">grad.studies@uregina.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

**Coordinator of Special Projects:** Benjamin Freitag

**Email:** Benjamin.Freitag@uregina.ca

---

**Graduate Writing Room**

**Location:** Rm 114, Education Building

The graduate writing room is a quiet place for students to finish their work. The room is open at specified times and emails are sent to advise students when this will occur.

Students in Saskatoon would need to travel to Regina to access the Graduate Writing Room.
| B | **Funding**  
Manager, Graduate Scholarships & Awards: Darlene Sorensen  
Email: Grad.Funding@uregina.ca | For a listing of Graduate Student Awards:  
https://www.uregina.ca/gradstudies/current-students/scholarships/index.html |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td><strong>Research/Teaching Assistants</strong></td>
<td>Postings for research and teaching assistants are sent via email.</td>
</tr>
</tbody>
</table>
| B | **Mitacs Workshops**  
Website: [https://www.mitacs.ca/en/about-mitacs](https://www.mitacs.ca/en/about-mitacs) | Mitacs is a non-profit organization that helps graduate students build skills. On-line and in-person workshops for graduate students to build skills.  
In person workshops occur throughout the year at academic institutions across Canada. As graduate students at the University of Regina, students can register for and attend any workshops offered by Mitacs. For additional information visit the Mitacs website. |
| **Information Services**  
Administrative Offices | Information services provides students with technical and computer services. This includes downloading programs like Qualtrics, NVivo and SPSS on your personal computers for research, passwords, virus removal and photocopying. Information services is also responsible for maintaining computer labs. |
| **Location**: Rm ED 547, Education building  
**Phone**: (306) 585-5318  
**Email**: IS/Admin@uregina.ca |  |
| **IT Support Centre**  
Location: Rm Ed 137 Education Building (North of the main entrance)  
Archer Library Main Floor Commons (Left of the entrance doors)  
(In person)  
**Phone**: (306) 585-4685  
**Toll-free in Canada**: 1-844-585-4685  
**On-line**: FootPrints Ticket Webform  
**Email**: IT.Support@uregina.ca | The IT Support Centre is the single point of contact for all problems or questions related to Information Services and computing at the University of Regina. They aim to ensure the concern is recorded, assigned and addressed in a timely manner.  
**Ed 137**: Monday to Friday: 7:30 a.m. – 4:30 p.m.  
**Archer Library**: Monday to |
<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>8:30 a.m. - 5:00 p.m. (Closed 12 p.m to 1p.m.)</td>
<td>Evenings: Until 9:45 p.m. (Fall and Winter terms) Until 7:45 p.m. (Spring/Summer term) Saturday: 11:00 p.m. - 5:00 p.m. Sunday: 1:00 p.m. - 5:00 p.m.</td>
</tr>
</tbody>
</table>

**Dr. John Archer Library Services**

**Location:** University of Regina Library  
3737 Wascana Parkway, University of Regina  
Regina, Saskatchewan, Canada S4S 0A2

**Library Help Desk Phone:** (306) 585-4133  
**Fax:** (306) 337-2401  
**Library Administrative Office:** (306) 585-4295  
**Website:** [https://www.uregina.ca/library/#page=page-1](https://www.uregina.ca/library/#page=page-1)

A list of services provided by the library and links to information can be found at: [https://www.uregina.ca/library/services/index.html](https://www.uregina.ca/library/services/index.html)
- Records and Information Management
- Research and Lending Services
- Audio-Visual services
- Workshops – Including NVivo and SPSS
- Book a Room

**Social Work Library Liaison:** Charles Phelps  
**Phone:** (306) 337-2581  
**Email:** charles.phelps@uregina.ca  
**Social Work Research Guide:** [http://uregina.libguides.com/?b=s](http://uregina.libguides.com/?b=s)

Charles can help students get started on their research, discuss key search terms and how to access information. He is also responsible for updating the Social Work Research guide.

Charles typically walks students through the process while he speaks with them. Charles suggested it might be helpful if students had access to a computer for discussions.

**SUREAD Material Request Form:** [https://www.uregina.ca/library/services/uread/](https://www.uregina.ca/library/services/uread/)

Distance students can request print material from the library through U-READ. Request form is on-line.

**U of S Library**

**Location:** Murray Library  
3 Campus Drive,  
Saskatoon, SK. S7N 5A4

**Phone:** (306) 966-1765  
**Website:** [https://library.usask.ca/](https://library.usask.ca/)

The U of R and the U of S have a reciprocal borrowing agreement. Students who are unable to access resources through the U of R library can visit the U of S library. Student typically talk with Charles first to determine availability of the resource at the
Students must bring their U of R Confirmation of Enrollment and photo identification. Before students can begin borrowing material they must attend at library orientation. Contact U of S Main Library Reference Desk for orientation dates and times.

<table>
<thead>
<tr>
<th>Recreation Services</th>
<th>Location: Faculty of Kinesiology and Health Studies (CKHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University of Regina</td>
</tr>
<tr>
<td></td>
<td>3737 Wascana Parkway</td>
</tr>
<tr>
<td></td>
<td>Regina, Saskatchewan S4S 0A2</td>
</tr>
</tbody>
</table>

Coordinator of Recreation Services: John Papandreos
Office: CKHS 170.6
Phone: (306) 585-5007
Fax: (306) 337-2691
Email: John.Papandreos@uregina.ca

Registration services: https://www.uregina.ca/recservices/registration.html

Recreation Services adds to student learning and promotes the pursuit of active and healthy lifestyles for the students.

The Coordinator of Recreation Services is responsible for:
- The Fitness and Lifestyle Center
- UR Fit program
- Aquatics
- Varsity Clubs

Services provided by recreation services are provided to students attending the Regina Campus. Saskatoon students could access services if they travel to Regina.

A valid U of R Student card is necessary to access services through recreation services.

The fitness and lifestyle center is accessible to students attending the U of R, for a fee.

Students must have their U of R student card or membership card for entry into the Fitness Centre.

Students at the Regina campus can register for fitness classes through the UR Fit website.

Information about classes is sent
<table>
<thead>
<tr>
<th><strong>Website:</strong></th>
<th><a href="https://www.uregina.ca/recservices/urfit/">https://www.uregina.ca/recservices/urfit/</a></th>
<th>to students via email.</th>
</tr>
</thead>
</table>
| **Program Coordinator (Interim):** Erin Tyson  
**Phone:** (306) 585-5293  
**Email:** [Erin.Tyson@uregina.ca](mailto:Erin.Tyson@uregina.ca) | | |
| **Varsity Clubs**  
**Location:** Faculty of Kinesiology and Health Studies  
University of Regina  
3737 Wascana Parkway  
Regina, Saskatchewan S4S 0A2  
**Program Assistant and Intramural Sports Coordinator:** Alison Fisher  
**Office:** Rm 170.1.1 CKHS  
**Phone:** (306) 585-4927  
**Fax:** (306) 337-2691  
**Email:** [Alison.Fisher@uregina.ca](mailto:Alison.Fisher@uregina.ca)  
**Website:** [https://www.uregina.ca/recservices/clubs/index.html](https://www.uregina.ca/recservices/clubs/index.html)  
**Student Sport Club Coordinator:** Chelsea Jones  
**Phone:** (306) 585-4935  
**Email:** [intramurals@uregina.ca](mailto:intramurals@uregina.ca) | Students in Regina who want to register in a club should email Allison Fisher. Club information found on the website. |
| **Aquatics**  
**Location:** Aquatics office, Rm 141 CKHS  
**Phone:** (306) 585-4365  
**Email:** [gabor.jerkovits@uregina.ca](mailto:gabor.jerkovits@uregina.ca) | The University of Regina swimming pool is available for rental to various sport, community, and recreational groups. They also have children’s programs. |
| **U of S Recreational Facilities**  
**College of Kinesiology General Office**  
**Location:** Rm 222, Physical Activity Complex  
University of Saskatchewan  
87 Campus Drive  
Saskatoon, SK S7N 5B2  
**Phone:** (306) 966-1001  
**Fax:** (306) 966-6502  
**Email:** [recreation.services@usask.ca](mailto:recreation.services@usask.ca) | Students registered through the U of R can access recreation services through the University of Saskatchewan (U of S).  
Your U of R Confirmation of Enrollment and photo identification will allow you to purchase a reduced, monthly membership. |
| **Student Affairs**  
**Associate Vice-President (Student Affairs):** John D. Smith  
**Office:** Rm RC 251.2, Riddell Centre  
**Phone:** (306) 585-4743  
**Email:** john.smith@uregina.ca | Student Affairs consists of four departments:  
- Student Success  
- Enrolment Services  
- Registrar’s Office |
Website: [http://www.uregina.ca/student](http://www.uregina.ca/student)

General Inquiries Email: student.affairs@uregina.ca

List of frequently contacted numbers: [https://www.uregina.ca/student/contact/index.html](https://www.uregina.ca/student/contact/index.html)

- Student Affairs Operations
  The Associate Vice President also acts as the non-academic misconduct Judicial Officer on campus.

  Students should direct their concerns to the appropriate department. All student affairs offices are open Monday to Friday: 8:15 a.m. to 4:30 p.m., unless otherwise noted. (Closed statutory and University holidays)

<table>
<thead>
<tr>
<th>Student Affairs: Director of Student Success: Kevin Bolen</th>
<th>Director of Student Success is responsible for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rm 163.7, Riddell Centre 3737 Wascana Parkway Regina, Saskatchewan Canada S4S 0A2</td>
<td>- Aboriginal Career Centre</td>
</tr>
<tr>
<td>Phone: (306) 585-5159 Fax: (306) 585-4659 Office: RC 163.7 Email: <a href="mailto:kevin.bolen@uregina.ca">kevin.bolen@uregina.ca</a></td>
<td>- Aboriginal Student Centre</td>
</tr>
<tr>
<td>B Aboriginal Career Centre</td>
<td>- Career Centre</td>
</tr>
<tr>
<td>Aboriginal Co-op Coordinator: Sandy Pipko Location: Rm 163.17, Riddell Centre 3737 Wascana Parkway Regina, SK S4S 0A2</td>
<td>- Centre for Student Accessibility</td>
</tr>
<tr>
<td>Phone: (306) 585-5593 Fax: (306) 585-4659 Email: <a href="mailto:acc@uregina.ca">acc@uregina.ca</a> Website: <a href="https://www.uregina.ca/careercentre/acc/">https://www.uregina.ca/careercentre/acc/</a></td>
<td>- Counselling Services</td>
</tr>
<tr>
<td>B Aboriginal Student Centre</td>
<td>- Student Success Centre</td>
</tr>
<tr>
<td>Location: Rm 108, Research and Innovation Centre (RIC) University of Regina 3737 Wascana Parkway Regina SK, S4S 0A2</td>
<td>The Aboriginal Career centre also hosts employer luncheon series. Workshops are typically arranged through the faculty.</td>
</tr>
<tr>
<td>Phone: (306) 337-3153</td>
<td>The career centre provides students with opportunities for:</td>
</tr>
<tr>
<td></td>
<td>- Internships</td>
</tr>
<tr>
<td></td>
<td>- Workshops</td>
</tr>
<tr>
<td></td>
<td>- Resume and cover letter preparation &amp; critiquing.</td>
</tr>
<tr>
<td></td>
<td>- Mock interview session</td>
</tr>
<tr>
<td></td>
<td>- Job registry</td>
</tr>
<tr>
<td></td>
<td>The Centre has comfortable</td>
</tr>
<tr>
<td>Fax: (306) 337-3158</td>
<td>Email: <a href="mailto:ASCentre@uregina.ca">ASCentre@uregina.ca</a></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Manager:</strong> Cheyanne Desnomie</td>
<td><strong>Phone:</strong> (306) 337-8545</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Cheyanne.Desnomie@uregina.ca">Cheyanne.Desnomie@uregina.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

Students in Saskatoon can access services through phone or email. Workshops are requested through faculty.

Students can access a full list of services at https://www.uregina.ca/student/asc/programs-services/index.html

---

<table>
<thead>
<tr>
<th><strong>Career Centre</strong></th>
<th><strong>Co-operative Education &amp; Internships</strong></th>
<th><strong>Career Exploration and Counseling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong> Rm 163, Riddell Centre University of Regina</td>
<td><strong>Telephone:</strong> (306) 585-4600</td>
<td><strong>Telephone:</strong> (306) 585-5595</td>
</tr>
<tr>
<td><strong>Fax:</strong> (306) 585-4659</td>
<td><strong>Email:</strong> <a href="mailto:coop.office@uregina.ca">coop.office@uregina.ca</a></td>
<td><strong>Email:</strong> <a href="mailto:susan.mckay@uregina.ca">susan.mckay@uregina.ca</a></td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="https://www.uregina.ca/careercentre/">https://www.uregina.ca/careercentre/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Employment Services</strong></td>
<td><strong>Student Employment and Engagement</strong></td>
<td><strong>Academic Advising</strong></td>
</tr>
<tr>
<td><strong>Telephone:</strong> (306) 585-5161</td>
<td><strong>Telephone:</strong> (306) 585-5597</td>
<td><strong>Telephone:</strong> (306) 585-5161</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:student.employment@uregina.ca">student.employment@uregina.ca</a></td>
<td><strong>Email:</strong> <a href="mailto:louise.smith@uregina.ca">louise.smith@uregina.ca</a></td>
<td><strong>Email:</strong> <a href="mailto:academic.advising@uregina.ca">academic.advising@uregina.ca</a></td>
</tr>
</tbody>
</table>

The Career Centre offers students:
- Career exploration and counseling
- Internships
- Student employment services
- Academic advising.
- Workshops (typically requested through the faculty)

Saskatoon students can access services offered through the career centre by phone or email.

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<table>
<thead>
<tr>
<th><strong>Centre for Student Accessibility</strong></th>
<th><strong>Students requiring accommodations for their classes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong> Rm 251, Riddell Centre</td>
<td></td>
</tr>
</tbody>
</table>

Students requiring accommodations for their classes
| **University of Regina** | University of Regina can fill out an accommodation request form. Students at the Saskatoon campus can access services through email or phone. Forms are accessible on the website for students to fill out as well as a link to skype. |
| 3737 Wascana Parkway | Regina, SK S4S 0A2 |
| **Phone:** (306) 585-4631 | **Counselling Services** offers: |
| **Fax:** (306) 585-5650 | - Personal counselling |
| **Email:** accessibility@uregina.ca | - Group counselling |
| **Website:** https://www.uregina.ca/student/accessibility/index.html | - Emergency counselling |

**B Counselling Services**

**Location:** Rm 251, Riddell Centre
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan S4S 0A2

**Phone:** (306) 585-4491
**Fax:** (306) 585-5172
**Website:** https://www.uregina.ca/student/counselling/

**Manager of Counselling Services:** Jenny Keller
**Email:** jenny.keller@uregina.ca

**Student Success Centre**

**Location:** Rm 230, Riddell Centre
University of Regina
3737 Wascana Parkway
Regina, Saskatchewan S4S 0A2

**Toll Free:** 1-877-666-0822
**Phone:** (306) 585-4076
**Email:** student.success@uregina.ca
**Website:** https://www.uregina.ca/student/ssc/index.html

**The Student Success Centre** offers students support to achieve their academic and career goals. The Centre offers:

- Academic Recovery Program
- Ambassador Program
- Student Employment Opportunities
- U-turn Program
- Workshops and Learning Skills (Typically requested through faculty)
- Tutoring

Students at the Saskatoon campus can access services on-line or by phone.

**Student Affairs: Enrollment Services**

**Location:** Administrative-Humanities Building
University of Regina
3737 Wascana Parkway

Enrolment Services is responsible for

- Undergraduate admissions,
### Recruitment, Marketing, and Managing
- Campus tours
- Student loans
- Scholarships
- Bursaries

### Student Affairs: Registrar’s Office
**Location:** Rm 210, Administrative-Humanities Building
University of Regina
3737 Wascana Parkway
Regina, SK S4S 0A2
**Phone:** (306) 585-4127
**Fax:** (306) 585-5203
**Email:** registrar@uregina.ca
**Website:** [https://www.uregina.ca/student/registrar/index.html](https://www.uregina.ca/student/registrar/index.html)

**Registrar:** James D’Arcy
**Phone:** (306) 585-5086
**Email:** james.darcy@uregina.ca

The Registrar is responsible for:
- Academic records and fee assessment
- Calendar production and convocation
- Technical services
- Registration, scheduling and exam
- Transcripts
- Confirmation of enrolment
- Transfer credit,
- Student number
- Name change
- Student ID cards

Changes to students contact information must be provided to: [http://www.uregina.ca/student/registrar/contact_us.html](http://www.uregina.ca/student/registrar/contact_us.html)

Student ID cards are obtained from the Registrar’s Office between 8:15 a.m. and 4:15 a.m. Monday to Friday (closed weekends and statutory holidays).

You will need one piece of government issued photo identification such as a valid driver's license with photo OR a passport. There is a $10.00 replacement charge for lost, stolen or damaged cards.

### Technology Facilitator
**Location:** Saskatoon Campus, 111-116 Research Drive
Rm 111.18, The Concourse,

Carole Li is the technology Facilitator on campus and can arrange for student ID for
<table>
<thead>
<tr>
<th><strong>Innovation Place</strong></th>
<th><strong>Saskatoon campus.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone:</strong> (306) 664-7386</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> (306) 664-7131</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:carole.li@uregina.ca">carole.li@uregina.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

**Director Student Affairs Operations:** Bettina Welsh  
**Location:** Rm 110, Wakpa Tower  
University of Regina  
3737 Wascana Parkway  
Regina, Saskatchewan S4S 0A2  
**Phone:** (306) 585-4073  
**Email:** bettina.welsh@uregina.ca  
**Website:** [https://www.uregina.ca/student/](https://www.uregina.ca/student/)  

The Director of Operations is responsible for:  
- External Contracts  
- Food Services  
- Technical and Web  
- Housing and Hospitality  

Students should direct enquiries to the department they wish to contact.

| **B** Housing and Hospitality Services | **Saskatoon students can book short stays in residence to attend classes or conferences at reasonable rates. The link to the on-line form can be found at:**  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone:</strong> (306) 585-5450</td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:Hospitality.Services@uregina.ca">Hospitality.Services@uregina.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

**Housing Services Office:** Rm 149, Kīšik Towers  
University of Regina  
3737 Wascana Parkway  
Regina, Saskatchewan S4S 0A2  
**Phone:** (306) 585-5450  
**Toll Free:** 1-866-354-3394  
**Fax:** (306) 337-2903  
**Email:** housing.services@uregina.ca  
**Website:** [https://www.uregina.ca/housing/housing-options/index.html](https://www.uregina.ca/housing/housing-options/index.html)  

Residence offers extended hours of service.

<table>
<thead>
<tr>
<th><strong>B</strong> University of Regina Bookstore</th>
<th><strong>Book lists for courses are accessible through the bookstore. The bookstore also advertises prices for other carriers of the materials necessary for classes, including Amazon, so students can compare prices.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manager:</strong> Rayola Anderson</td>
<td></td>
</tr>
</tbody>
</table>
| **Location:** University of Regina Bookstore  
3737 Wascana Parkway  
College West, Room 139  
Regina, SK S4S 0A2  |
| **Phone:** (306) 585-4755  |
| **Toll Free:** 1-888-478-2665  |
| **Fax:** (306) 585-5111  |
| **Email:** bookstore@uregina.ca  |
| **Website:** [https://ebookstore.uregina.ca/default_txt.asp](https://ebookstore.uregina.ca/default_txt.asp)  
**Map Location:** [https://goo.gl/maps/z6rcktvqVpw](https://goo.gl/maps/z6rcktvqVpw)  |

<table>
<thead>
<tr>
<th><strong>S</strong> Turning the Tide Bookstore</th>
<th><strong>Sometimes book sales are arranged on-campus by the FSW. Watch emails for times.</strong></th>
</tr>
</thead>
</table>
| **Location:** 616 Main Street  
Saskatoon, SK.  | **|
<table>
<thead>
<tr>
<th>City</th>
<th>Service</th>
<th>Contact Information</th>
<th>Details</th>
</tr>
</thead>
</table>
| B    | University Students Union of Regina (URSU) | **Location:** Rm 221, Riddell Centre  
University of Regina  
3737 Wascana Parkway  
Regina, SK  
S4S 0A2  
**Phone:** (306) 585-8811  
**Fax:** (306) 585-8812  
**Email:** member.services@ursu.ca  
**Website:** [http://ursu.ca/](http://ursu.ca/) | Many of the services accessible through the students Union are accessible to Students in Saskatoon on-line or arrangements have been made to provide students with services in Saskatoon.  
- Advertising  
- Classifieds  
- Emergency Bursary Fund  
- Good Food Box  
- Graphic Design & Printing  
- Health & Dental Plan  
- Housing Registry  
- Lockers  
- Multi Purpose Room and Owl Event Bookings  
- Student Advocate  
- Table & Corridor Bookings  
- Textbooks for All  
- URSU Cares  
- Used Book Sale  
- URSU Threads  
- UPass |
| S    | Saskatoon Transit Services | **Location:** Place Riel Student Centre  
University of Saskatchewan  
1 Campus Drive  
Saskatoon, SK S7N 5A3  
**Pinned location:** [http://www.usask.ca/maps/?id=e48b3c2480e9c1d4466a3728cfb09d14](http://www.usask.ca/maps/?id=e48b3c2480e9c1d4466a3728cfb09d14) | Saskatoon students are eligible to purchase a City of Saskatoon transit semester bus pass, at a student discount, from the U of S Information Kiosk. Students must bring their U of R confirmation of enrollment and photo ID.  
Saskatoon city bus # 4 and #13 buses, service Innovation Place. |
| B    | Women’s Centre | **Location:** Rm 225, Riddell Centre  
University of Regina  
3737 Wascana Parkway  
Regina, SK  
S4S 0A2  
**Phone:** (306) 584-1255  
**Website:** [https://www.uregina.ca/student/counselling/resources/Wome](https://www.uregina.ca/student/counselling/resources/Wome) | The Women’s Centre provides support to all self-identified women to empower and educate in a non-judgemental support to all women.  
- Counselling  
- Stress Busters  
- Legal Services  
- Domestic Violence |
**UR International**
Associate Director, UR International Student Services & GLC
Regulated International Student Immigration Advisor (ICCRC): Haroon Chaudry
Office: CW 109, College West Corridor
Phone: (306) 337-3335
Fax: (306) 585-4957
Email: Haroon.Chaudhry@uregina.ca
Website: [http://www.uregina.ca/international](http://www.uregina.ca/international)

Graduate Studies programs:
Phone: (306) 585-4161
Email: grad.studies@uregina.ca

**Global learning Centre**
Location: Rm CW115, College West Corridor
Phone: (306) 585-5082
Fax: (306) 585-4957
Email: global.learning.centre@uregina.ca
Website: [https://www.uregina.ca/international/global-learning-centre/index.html](https://www.uregina.ca/international/global-learning-centre/index.html)

The global learning centre offers support to International students and offers:
- English Coaching
- Walk-In Hour
- Conversation 1-on-1
- Conversation Club
- Tutoring / Study Assistance
- International Student Orientation
- Peer Advisor Program

**Global Training Initiatives**
Email: Global.Training.Initiatives@uregina.ca

Opportunities for Global Training

**Confucius Institute**
Location: College West Corridor
Phone: (306) 337-2653
Fax: (306) 337-8456
Email: Confucius.Institute@uregina.ca
Website: [https://www.uregina.ca/international/confucius/index.html](https://www.uregina.ca/international/confucius/index.html)

The Confucius Institute is a joint initiative between the University of Regina and China's Hunan University in Changsha, Hunan Province. The Institute fosters and facilitates cultural interaction and engagement with China.
Appendix B

List of Supports and Services available to MSW Students

Alliance Health Clinic
- Full Service Health Care
- Drop in Flu Clinic

Coordinator Respectful University Services
Centre for Teaching and Learning (CTL)
Facilities Management
- Campus Security
- Parking and Transportation Services
- Work Control Center
- Space Allocation and Renovations
- Custodial Services
- Mailroom

Faculty of Social Work
- Academic Supervisor
- Faculty
- Thesis/Research/Practicum supervisor
- Social Policy and Research centre
- Coordinator of Graduate Studies

Graduate Studies and Research
- Graduate Writing Room
- Graduate Students Conference
- Thesis Boot Camp
- Three-minute Thesis
- Mitacs- Year-round workshops – available on-line or in person workshops are accessible through attending scheduled workshops at the U of S.

Library Services
- Records and Information Management
- Research and Lending Services
- Audio -Visual Services
- Workshops
- Space
- Social Work Library Liaison

Recreation Services
- Fitness and Lifestyle Center
- UR fit
- Varsity clubs
- Intramurals
- Aquatics

Student Affairs
Aboriginal Career Centre
- Co-operative Education Program (U of R and FN-University) – doesn’t have a co-op program – program specific as created by academic council – initiated at faculty level.
- Full Circle Summer Internship Program – open to anyone.
- Job Registry - allows all job postings and events to be sent to your e-mail
- Professional Development Workshops for both the Co-op & Summer programs
- Resume and Cover Letter Preparation & Critiquing
- Employer Luncheon Series
- Mock Interviews Sessions

Aboriginal Student Centre
- OMA Program- Student Success Program
- NLI -Leadership initiative

Career Centre
- Career Exploration and Counseling
- Student Employment Centre

Centre for Student Accessibility
Counselling Services
- Personal Counseling
- Group Counseling
- Emergency Counseling

Student Success Centre
- Academic Recovery Program
- Ambassador Program
- Student Employment Opportunities
- U-turn Program
- Workshops and Learning Skills
- Tutoring

Enrolment Services
- Admissions
- Recruitment, Marketing and Managing

Registrar
- Academic Records and Fee Assessment
- Calendar Production and Convocation
- Technical Services
- Registration, Scheduling and Exam

Operations
- Bookstore
- External Contracts
- Food Services
- Housing and Hospitality Services
- Residence
- Technical and Web

University Students Union of Regina
- Advertising
- Classifieds
- Emergency Bursary Fund
- Good Food Box
- Graphic Design & Printing
- Health & Dental Plan
- Housing Registry
- Lockers
- Multi Purpose Room and Owl Event Bookings
- Student Advocate
- Table & Corridor Bookings
- Textbooks for All
- URSU Cares
- Used Book Sale
- URSU Threads

Women’s Centre
- Counselling
- Stress Busters
- Legal Services
UR International

- International Student Orientation
- Peer Advisor Program
- Global learning Centre
- Global Training Initiatives
- English as a Second Language

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina
Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix C

Interview questions for support and service providers that provide services to MSW students at the Saskatoon Campus

1. What has been your experience in providing supports and services to MSW students at the Saskatoon campus?
   - What sorts of supports and services do you provide?

2. Is there any difference in the requests for services and supports between MSW students in Saskatoon and Regina?

3. Are there any barriers/challenges to providing supports to students at the Saskatoon campus?
   - If so, do you have any suggestions on how to overcome them?

4. How responsive do you believe your service is to students at the Saskatoon campus?

5. What processes or protocols are in place for students accessing those supports or services?
   - Is that information available to students?
   - Do you know of any protocol for referring students to the U of S for supports and services?

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina.
Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix D

Interview questions for SC MSW student discussion

1. What supports are currently available to MSW students located off campus (away from the Regina campus)?

2. What has been your experience in accessing those supports and services?

3. What were the strengths/benefits of the supports and services?

4. How might the provision of those supports and services been made easier to access?

5. What are the processes and mechanisms available to the above students when the services are not accessible?
   - Do students know what these processes and mechanisms are?
   - Have you ever been advised to access the U of S services?
   - If so, were there any barriers to accessing those services?

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina.

Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix E

Letter (email) of introduction     Date: ______

My name is Sherry Tucker and I am a Master of Social Work (MSW) student at the University of Regina, Saskatoon campus. I am completing a research project to assess the relevancy and adequacy of supports and services provided to MSW students attending the University of Regina, Saskatoon campus. Your participation in the focus group will provide information about Saskatoon MSW students’ experiences in accessing supports and services while attending the Saskatoon campus.

I am writing to seek your participation in my research project by taking part in a focus group that will consider the types of supports and services available to MSW students attending the Saskatoon Campus. Only MSW students attending the Saskatoon campus will be asked to participate in the focus group and your participation will remain confidential. The focus group will be held at the University of Regina, Saskatoon campus at a time convenient for most of the participants. The focus group is expected to last up to 90 minutes and light refreshments will be provided to focus group participants.

This study could benefit MSW students attending the Saskatoon campus in accessing supports and services. This study will also provide additional information to students about supports and services available to them. The results obtained from this study will be provided to the Faculty of Social Work to assist them in the re-accreditation process. Information gathered in this research study may be utilized to make changes to supports and services for future MSW students.

If you wish to participate or if you would like more information about this study, please call or email Sherry Tucker.

Sherry Tucker
Faculty of Social Work
Phone: 306-491-3424 or
Email: cardells@uregina.ca

Academic Supervisor
Ailsa M. Watkinson
Phone: 306-664-7374
Email: ailsa.watkinson@uregina.ca

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina. Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix F
Recruitment Poster
Department of Faculty of Social Work
University of Regina

PARTICIPANTS NEEDED TO ASSESS THE SUPPORTS AND SERVICES AVAILABLE TO MASTER OF SOCIAL WORK (MSW) STUDENTS ATTENDING THE SASKATOON CAMPUS

We are looking for Master of Social Work (MSW) students to take part in a needs assessment of supports and services available to MSW students attending the Saskatoon campus.

As a participant in this study, you would be asked to: Participate in a focus group held at the University of Regina, Saskatoon campus.

Your participation would involve one focus group session, approximately 90 minutes long.

In appreciation for your time, refreshments will be provided to participants.

For more information about this study, or to volunteer for this study, please contact Sherry Tucker.

Sherry Tucker
Faculty of Social Work
Phone: 306-491-3424 or Email: cardells@uregina.ca

Academic Supervisor
Ailsa M. Watkinson
Phone: 306-664-7374 Email: ailsa.watkinson@uregina.ca

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina

Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Letter of Introduction - Service Provider

Appendix G

Letter (email) of introduction  Date: ______

My name is Sherry Tucker and I am a Master of Social Work (MSW) student at the University of Regina, Saskatoon campus. I am completing a research project to determine the relevancy and adequacy of the supports and services provided to MSW students attending the University of Regina, Saskatoon campus. Your participation will provide important information about supports and services accessible to MSW students attending the Saskatoon campus.

I am writing to let you know that in the following week you can expect a phone call from me, the principal investigator (Sherry Tucker) asking if you would please consider participating in a 30-45-minute interview either by phone or in person regarding the supports and services you provide to MSW students. If you agree to participate, a time and date will be set for the interview. Your participation is voluntary. Information about who participated or chose not to participate in this research project will not be identified in any way.

This study could benefit MSW students at the Saskatoon campus in accessing supports and services available to them, as well as provide additional information to students about supports available to them. This study will also provide information to the Faculty of Social Work that can assist them in the re-accreditation process.

If you wish to indicate your consent or decline to participate or if you would like more information about this study, please call or email Sherry Tucker.

Sherry Tucker
Faculty of Social Work
Phone: 306-491-3424 or
Email: cardells@uregina.ca

Academic Supervisor
Ailsa M. Watkinson
Phone: 306-664-7374
Email: ailsa.watkinson@uregina.ca

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina

Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix H

Participant Consent Form-Service Provider

Project Title: Needs assessment of the support and services available to MSW students attending the University of Regina, Saskatoon campus.

Principal Investigator: Sherry Tucker, MSW student
Academic Supervisor: Ailsa M. Watkinson, Professor
Faculty of Social Work, University of Regina
Phone: 306-491-3424
Email: cardells@uregina.ca

The Objective(s) of the Research:
1) To determine the adequacy and relevancy of supports and services available to Master of Social Work (MSW) students attending the Saskatoon Campus.
2) To contribute to the re-accreditation process at the University of Regina (U of R).
3) To provide information regarding the supports and services to students.

Procedures:
Semi-structured individual interviews will be conducted with service providers of supports and services available to MSW students in Saskatoon. The interviews will be about 30 – 45 minutes long and can be done over the phone or in person. The interview will be digitally recorded, transcribed and analyzed.
Your participation in this study is entirely voluntary. No compensation will be provided for your participation. Given this study is to assess the adequacy and relevance of the supports and services available to MSW students at the Saskatoon campus, anonymity cannot be guaranteed. Names will not be used to identify participants in this study and the information obtained will be kept confidential.

Potential Risks:
- This study is considered low risk to participants. Although there are no known risks to you by participating in this study. It is anticipated that some interview participants may recall or experience stress from the interview. Should you experience these feelings you would be encouraged to access counselling.
- If you find any of the questions during the interview inappropriate, you do not have to answer them. You can end the interview at any time.

Potential Benefits:
This project will add to the knowledge and understanding of the supports and services available to MSW students attending the U of R, Saskatoon campus. The results from this study will be provided to the Faculty of Social Work (FSW) and it will be utilized in a self-study report as part of their re-accreditation process. Information or recommendations provided because of the information gathered through this
research could be utilized to improve or change supports and services available to MSW students at the U of R.

**Confidentiality:**
The following steps will be taken to protect your confidentiality:

- All personal information, including your name and contact information will be removed from the transcribed data and kept in a secure place, separate from the interview recordings and transcripts.
- The digital recording will be downloaded to a secure computer that is password protected and assigned a study ID number and will also be password protected.
- The transcripts will be assigned a study ID number.
- Any information that could identify you as an individual will be deleted from the transcript.
- Information from the transcripts will be analyzed at the group level.
- If something you said during the interview is quoted in a research report, your identity will be kept confidential.
- All information collected during the study will be stored in a secure location until the completion of the study and the findings have been released.

**Your Right to Withdraw from the Study:**
- Your participation is voluntary, and you can answer only those questions that you are comfortable with.
- You can withdraw data from the study until results have been disseminated on or before June 15, 2018. You understand that after some form of research dissemination has occurred, it may not be possible to withdraw your data from the study.
- Whether you choose to participate or not will have no effect on any position (e.g. employment) that you may have and will have no bearing on ones standing with the Faculty of Social Work or the University of Regina.

**Questions or Concerns:**
- Contact the Principal Investigator using the information at the top of page 1;
- This project has been approved on ethical grounds by the U of R Research Ethics Board (REB). This project was approved by the REB on April 18, 2018. Any questions regarding your rights as a participant may be addressed to the committee at 306-585-4775 or research.ethics@uregina.ca.

**CONSENT:**
I understand that:

- I consent to participate in this study.
- I will participate in an interview that will last approximately 30 – 45 minutes.
- The interviewer will digitally record the interview, unless I tell the interviewer that I want to speak off the record for part or the whole interview.
- The transcripts and the digital recording of the interview from the interview will be kept on an encrypted USB storage device and stored in a locked filling cabinet after the interview. All study information once the study has completed, will be stored at the U of R, in a locked cabinet for a period of five years and then destroyed.
- All identifying information will be kept confidential.
- My answers will be anonymous, and my name will not appear in any study reports.
- I understand that the data gathered in this study will be used as part of a research practicum report and a research practicum presentation.
- I understand that the University of Regina, FSW may use this data as part of their re-accreditation process required by the CASWE.
- My participation is entirely voluntary.
- I can refuse to answer specific questions or withdraw from the study before findings will be released even after I agree to participate.
- If I do not want to answer a question or decide to withdraw, this will not affect my participation in future research.
- I have had an opportunity to ask questions and my questions have been answered.
- A copy of this consent form will be given to me for my records.
- Confidentiality and anonymity cannot be guaranteed.
- Participants can access the results of the study by attending the research practicum presentation and/or obtaining a copy of the final report. The final research practicum report will be posted on the University of Regina ‘our space’ link available at https://ourspace.uregina.ca/handle/10294/2906. It is anticipated the report will be accessible by September 30, 2018.
- I want to be informed by email when the final report of this study becomes available. (Circle your preference)
  
  Yes  
  No
- I want to be informed by email when the practicum presentation will occur. (Circle your preference)
  
  Yes  
  No

_________________________          _____________________________          ______________
Name of Participant                        Signature                        Date

_________________________          _____________________________          ______________
Name of Researcher                        Researcher’s Signature          Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.
Appendix I

Service provider interview protocol outline

Opening remarks

Thank you for taking the time out of your busy schedule to be interviewed today. The purpose of the interview today is to gather information about your experiences in providing supports and services accessible to MSW students registered at the Saskatoon campus. Gather information about supports and services and to assess the relevance and adequacy of those supports. There is no presumption in this study that MSW students in Saskatoon have trouble in accessing services or that the supports are not relevant or adequate. Answer the questions to the best of your ability, and if you do not know then you can say you do not know. Some of the questions may not apply to the support that you offer, if that is the case please just say it does not apply. You can refuse to answer any questions you do not believe are appropriate, or you do not wish to answer.

Review the consent form – ask if there are any questions or concerns. Ensure the questions on the consent form are marked yes or no and ensure that accurate contact information is available to contact them via email.

The interview will be digitally recorded and transcribed for data analysis purposes. Once the transcript has been completed I will be sending each participant a copy of the transcript along with a transcript release form. Once you have read the transcript and you are satisfied it reflects our conversation, please sign the transcript release form and return it to me via email at cardells@uregina.ca. Do you have any questions before we get started?

Start the audio recording

<table>
<thead>
<tr>
<th>What has been your experience in providing supports or services to students at the Saskatoon campus? And what supports, and services do you provide?</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow up question and response</td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>Follow up question and response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there any difference in the requests for services and supports between MSW student in Saskatoon and Regina?</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow up question and response</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Are there any barriers/challenges to providing supports to students at</td>
<td>Follow up question and response</td>
</tr>
<tr>
<td>the Saskatoon campus? If so, do you have any suggestions on how to</td>
<td>Response</td>
</tr>
<tr>
<td>overcome them?</td>
<td>Follow up question and response</td>
</tr>
<tr>
<td>How responsive do you believe your service is to students at the</td>
<td>Response</td>
</tr>
<tr>
<td>Saskatoon campus?</td>
<td>Follow up question and response</td>
</tr>
<tr>
<td>What processes or protocols are in place for students accessing</td>
<td>Response</td>
</tr>
<tr>
<td>those supports or services?</td>
<td>Follow up question and response</td>
</tr>
<tr>
<td>Is that information available to students?</td>
<td></td>
</tr>
<tr>
<td>Do you know of any protocol for referring students to the U of S for</td>
<td></td>
</tr>
<tr>
<td>supports and services?</td>
<td></td>
</tr>
</tbody>
</table>

That’s all the questions that I had for you – Is there anything else you would like to add?

Thank-you for participating in this interview. I really appreciate your willingness to participate in this research and to help me complete my research practicum.

Please remember that in the next few days you will be receiving a copy of the transcript. Please review the transcript and if there are any changes you wish to have made that relates to something you said, let me know and I can make the appropriate changes. If there is nothing you wish to have changed then please sign the transcript release form and return it to me. To ensure your participation is kept confidential, please delete any emails you have received or sent to me. I will do the same.
Appendix J

Data/Transcript Release Form

Title: Needs assessment of supports and services provided to MSW students attending the University of Regina, Saskatoon campus

I, ________________________________, have reviewed the complete transcript of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with Sherry Tucker. I hereby authorize the release of this transcript to Sherry Tucker to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

_________________________                              _________________________
Name of Participant                              Date

_________________________                              _________________________
Signature of Participant                              Date

This study has been reviewed and received approval on April 18, 2018 through the Research Ethics Board, University of Regina
Research Ethics Board contact information
Phone: 306-585-4775
Email: research.ethics@uregina.ca
Appendix K

**Project Title:** Needs assessment of the support and services available to MSW students attending the University of Regina, Saskatoon campus.

**Principal Investigator:** Sherry Tucker, MSW Student  
Academic Supervisor: Ailsa M. Watkinson, Professor  
Faculty of Social Work, University of Regina  
Phone: 306-491-3424  
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**The Objective(s) of the Research:**
1) To determine the adequacy and relevancy of supports and services available to Master of Social Work (MSW) students attending the Saskatoon Campus.  
4) To contribute to the re-accreditation process at the University of Regina (U of R).  
5) To provide information regarding the supports and services to students.

**Procedures:**
A focus group will be held with 5-10 MSW students attending the University of Regina (U of R), Saskatoon campus. The focus group is expected to last 60-90 minutes. Your participation is voluntary, and you will not be compensated for your time. The focus group will be digitally recorded, transcribed and analyzed. Names will not be used to identify any participants in this study and the information obtained will be kept confidential. Given the objective of this focus group is to obtain information from MSW students at the Saskatoon campus, anonymity can not be guaranteed.

**Potential Risks:**
- This study is considered low risk to participants. Although there are no known risks to you by participating in this study. It is anticipated that some focus group participants may recall or experience stress from topics discussed in the focus group. Should you experience these feelings you would be encouraged to access counselling. Free counselling is available at Student Counselling Services at 306-585-4491.  
- If you find any of the questions during the focus group inappropriate, you do not have to answer them. You can end the focus group at any time.

**Potential Benefits:**
This project will add to the knowledge and understanding of the supports and services available to MSW students attending the U of R, Saskatoon campus. The results from this study will be provided to the
Faculty of Social Work (FSW) and it will be utilized as part of the self-study report for the re-accreditation process. Information or recommendations provided because of the information gathered through this research could be utilized to improve or change supports and services available to MSW students at the U of R.

Confidentiality:
The following steps will be taken to protect your confidentiality:

- All personal information, including your name and contact information will be removed from the data and kept in a secure place, separate from the focus group recordings and transcripts.
- The digital recording will be downloaded to a secure computer that is password protected and assigned a study ID number and will also be password protected.
- The transcripts will be assigned a study ID number.
- Any information that could identify you as an individual will be deleted from the transcript.
- Information from the transcripts will be analyzed at the group level.
- If something you said during the interview is quoted in a research report, your identity will be kept confidential.
- All information collected during the study will be stored until the completion of the study and the findings have been released.
- The researcher will undertake to safeguard the confidentiality of the discussion but cannot guarantee that other members of the group will do so. Please respect the confidentiality of the other members of the group by not disclosing the contents of this discussion outside the group and be aware that others may not respect your confidentiality.

Your Right to Withdraw from the Study:

- Your participation is voluntary, and you can answer only those questions that you are comfortable with.
- You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort. Should you wish to withdraw, you may leave the focus group at any time. Due to the nature of focus groups your data cannot be withdrawn from the study after it has been collected as it forms part of the context for information provided by other participants.
- Whether you choose to participate or not will have no effect on any position (e.g. student, employment) that you may have. The choice to participate or not participate in this study will have no bearing on ones standing with the Faculty of Social Work or the University of Regina.

Questions or Concerns:

- Contact the Principal Investigator using the information at the top of page 1;
- This project has been approved on ethical grounds by the U of R Research Ethics Board (REB). This project was approved by the REB on April 18, 2018. Any questions regarding your rights as a participant may be addressed to the committee at 306-585-4775 or research.ethics@uregina.ca.

CONSENT:
I understand that:

- I consent to participate in this study.
- I will participate in a focus group that will last approximately 60-90 minutes.
- The facilitator will digitally record the focus group, unless I tell the interviewer that I want to speak off the record for part or the whole focus group.
The transcripts and the digital recording of the interview from the interview will be kept on an encrypted USB storage device and stored in a locked filling cabinet after the interview. All study information will be stored at the University of Regina, in a locked cabinet for a period of five years and then destroyed.

All identifying information will be kept confidential.

My answers will be anonymous, and my name will not appear in any study reports.

My participation is entirely voluntary.

I can refuse to answer specific questions or withdraw from the study before findings will be released even after I agree to participate.

If I do not want to answer a question or decide to withdraw, this will not affect my participation in future research.

I affirm that I will not communicate or in any manner disclose publicly information discussed during this focus group interview, including the names of other participants involved in the focus group.

I have had an opportunity to ask questions and my questions have been answered.

A copy of this consent form will be given to me for my records.

Confidentiality and anonymity cannot be guaranteed.

Participants can access the results of the study by attending the research practicum presentation and/or obtaining a copy of the final report. The final research practicum report will be posted on the University of Regina 'our space' link available at https://ourspace.uregina.ca/handle/10294/2906. It is anticipated the report will be accessible by September 30, 2018.

I want to be informed by email when the final report of this study becomes available. (Circle your preference)

Yes No

I want to be informed by email when the practicum presentation will occur. (Circle your preference)

Yes No

Name of Participant ___________________________ Signature ___________________________ Date ___________________________

Name of Researcher ___________________________ Researcher’s Signature ___________________________ Date ___________________________

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Student Counselling Center
Room 251 Riddell Center
University of Regina
306-585-4491
Appendix L

SC MSW Student Discussion Protocol

Opening remarks

Thank you to everyone that came tonight and took time out of your busy schedules to participate in this focus group. The purpose of this focus group discussion is to assist in gathering information about students’ experiences in accessing supports and services as an MSW student located at a satellite location (Saskatoon), gather information about those supports and services and to assess the adequacy and relevancy of those supports and services. There was no presumption that supports are not adequate, relevant or that there are barriers in accessing those supports.

The purpose of a focus group is to obtain multiple perspectives on an issue and as such, some ground rules can help facilitate discussion and ensure everyone has a chance to speak, ask and answer questions.

Ground rules

- I will be facilitating this discussion and so please respect any direction given by myself to ensure everyone can speak and we can finish within 90 minutes.
- The focus group will last from 60-90 minutes.
- Only one person can speak at a time.
- Everyone’s opinion matters – please allow everyone an opportunity to speak, regardless of whether you agree with their opinion.
- No name calling, belittling or shaming will be tolerated in the focus group.
- If you have a question, please wait until the person speaking is finished and then ask your question.
- Please turn off cell phones or turn onto silent.
- If you wish to take a break, please let me know.
- Please respect the confidentiality of other participants in the room.
- Washrooms – snacks- beverages.

Answer the questions to the best of your ability, and if you do not know then you can say you do not know. You can refuse to answer any question you do not believe is appropriate, or do not wish to answer.

Review the consent form – ask if there are any questions or concerns. Ensure the questions on the consent form are marked yes or no and ensure that accurate contact information is available to contact them via email.

The focus group discussion will be digitally recorded and transcribed for data analysis purposes. Once the transcript has been completed I will be sending each participant a copy of the transcript along with a transcript release form. If you believe that something you said is inaccurate please let me know and I can make the necessary changes. Once you have read the transcript and believe it reflects the contents of the focus group, please sign the transcript release form and return it to me via email at cardells@uregina.ca.

If the focus group is still going after 75 minutes I will give a warning so those participating will know time is running out.

Does anyone have any questions before we get started?

Start the audio recording
What supports are currently available to MSW students located off campus (away from the Regina Campus)  
Response  
Follow up question and response

What has been your experience in accessing those supports and services?  
Response  
Follow up question and response

What are some of the strengths or benefits of accessing those supports or services?  
Response  
Follow up question and response

How might the provision of those supports and services been made easier to access?  
Response  
Follow up question and response

What are the processes or mechanisms available to the MSW students when the services are not accessible?  
Response  
Follow up question and response

Do students know what these processes are?  

Have you ever been advised to access the U of S services?  

If so, were there any barriers to accessing those services?  

Thank-you to everyone that came today. I really appreciate your willingness to participate in this research and to help me complete my research practicum.

Please remember that in the next few days you will be receiving a copy of the transcript. Please review the transcript and if there are any changes you wish to have made that relates to something you said, let me know and I can make the appropriate changes. If there is nothing you wish to have changed then please sign the transcript release form and return it to me. To ensure your participation is kept confidential, please delete any emails you have received from or sent to me.