



COURSE OUTLINE: NSW0101 - FOUND.BALANCED PRACT

Prepared: Corinne Onovo

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	NSW0101: FOUNDATIONS FOR BALANCED PRACTICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	CICE students, with the assistance of a learning specialist, will be introduced the field of social work and social service work, its values and ethics as a profession. Social work theories that guide the action of practice will be introduced. CICE students, with the assistance of a learning specialist, will learn to assess strengths and limitations from individual and community perspectives. Alternative outlooks based in Indigenous ways of knowing on problem solving, self-concept and growth will be explored through the 7 Grandfathers and Medicine Wheel teachings. The teachings of the Sacred Tree will provide a basis for course work.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	NSW0107, NSW0214
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN VLO 1 Integrate fully in academic, social and community activities.
<small>Please refer to program web page for a complete listing of program outcomes where applicable.</small>	
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.



	<p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>								
Books and Required Resources:	<p>Introduction to Social Work In Canada: Histories, Contexts and Practices by Ives, N., Denov, M., Sussman, T Publisher: Oxford University Press Canada Edition: 2nd ISBN: 9780199028818</p> <p>The Sacred Tree: Reflections on Native American Spirituality by Bopp, J., Bopp, M., Brown, L., Lane, P. Publisher: Lotus Press (WI) Edition: 2nd ISBN: 9780941524582</p> <p>Choices: Interviewing and Counselling Skills for Canadians by Shebib, B. Publisher: Pearson Education Canada Edition: 8th ISBN: 9780136964230</p>								
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1" data-bbox="505 835 1450 1446"> <thead> <tr> <th data-bbox="505 835 802 873">Course Outcome 1</th> <th data-bbox="802 835 1450 873">Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 873 802 1190"> <p>1. Communicate the fundamental social work principles within multiple levels of practice and roles throughout the helping process.</p> </td> <td data-bbox="802 873 1450 1190"> <p>1.1 Identify the perspectives and roles inherent within the micro, mezzo and macro societal systems.</p> <p>1.2 Connect the social service work person-in-environment perspective and the Indigenous holistic interconnected worldview to create an understanding of working with people.</p> <p>1.3 Utilize the OCSWSSW Code of Ethics, Scopes of Practice and Standards of Practice for Social Service Workers.</p> <p>1.4 Identify the phases of the helping process and the role of cultural safety within each.</p> <p>1.5 Differentiate between various fields of practice while understanding the interconnectedness of the work in different fields of practice.</p> </td> </tr> <tr> <th data-bbox="505 1190 802 1229">Course Outcome 2</th> <th data-bbox="802 1190 1450 1229">Learning Objectives for Course Outcome 2</th> </tr> <tr> <td data-bbox="505 1229 802 1446"> <p>2. Integrate self-awareness and balance into work and personal life.</p> </td> <td data-bbox="802 1229 1450 1446"> <p>2.1 Ground professional work in the values, ethics and mission of the profession and the 7 Grandfathers teachings.</p> <p>2.2 Examine the four components of the Medicine Wheel, from Indigenous ways of knowing, relating to individual and community wellness.</p> <p>2.3 Identify and assess one`s own identity, strengths and areas of improvement by applying the four components of holistic well-being to personal health and community work.</p> </td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	<p>1. Communicate the fundamental social work principles within multiple levels of practice and roles throughout the helping process.</p>	<p>1.1 Identify the perspectives and roles inherent within the micro, mezzo and macro societal systems.</p> <p>1.2 Connect the social service work person-in-environment perspective and the Indigenous holistic interconnected worldview to create an understanding of working with people.</p> <p>1.3 Utilize the OCSWSSW Code of Ethics, Scopes of Practice and Standards of Practice for Social Service Workers.</p> <p>1.4 Identify the phases of the helping process and the role of cultural safety within each.</p> <p>1.5 Differentiate between various fields of practice while understanding the interconnectedness of the work in different fields of practice.</p>	Course Outcome 2	Learning Objectives for Course Outcome 2	<p>2. Integrate self-awareness and balance into work and personal life.</p>	<p>2.1 Ground professional work in the values, ethics and mission of the profession and the 7 Grandfathers teachings.</p> <p>2.2 Examine the four components of the Medicine Wheel, from Indigenous ways of knowing, relating to individual and community wellness.</p> <p>2.3 Identify and assess one`s own identity, strengths and areas of improvement by applying the four components of holistic well-being to personal health and community work.</p>
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	Course Outcome 3	Learning Objectives for Course Outcome 3
	3. Connect social work theories to skills development to gain awareness of reflexive practice.	3.1 Familiarity with Ecosystems, Person-Centered, Narrative, Strengths-Based and Anti-Oppressive Social Work theories and approaches. 3.2 Begin to link ethical and professional engagement, relationship building and interview skills to practice framework of social work theories. 3.3 Apply the RESPECTFUL model to initiate culturally safe practice.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Integrate the four core aspects of human nature into an ongoing plan for individual and community balance.	4.1 Commit to ongoing development and improvement of social work - interpersonal interviewing and skills to best serve individuals and communities. 4.2 Utilize the teachings of the Medicine Wheel, 7 Grandfathers and Sacred Tree as alternative perspectives in the areas of assessment, problem solving, self-concept and growth.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Respect the value of diverse self-care perspectives and techniques.	5.1 Familiarity with a variety of self-care techniques and perspectives. 5.2 Adoption of and commitment to 'personal fit' self-care techniques.
	Course Outcome 6	Learning Objectives for Course Outcome 6
6. Develop an understanding cultural identity by linking personal history to broader cultural study.	6.1 Accept responsibility for development of diversity awareness and cultural competence Develop awareness of personal lens and cultural identity. 6.2 Familiarity with RESPECTFUL model of multicultural awareness. 6.3 Link multicultural identity to assessment, issue identification, and problem solving methods, resources and solutions.	
Course Outcome 7	Learning Objectives for Course Outcome 7	
7. Create a personal and professional philosophy to bridge the teachings of the Sacred Tree within the social work field.	7.1 Commit to ongoing personal and professional development of culturally safe practice and professional understanding and delivery of services to best serve individuals and communities.	

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	50%
Key Concepts Notes	15%
Skills practice/ In class worksheets	35%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.



2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

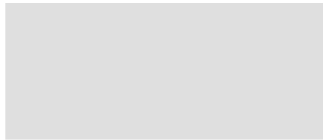
1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:





Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

September 7, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

