

I. COURSE DESCRIPTION:

NSW 0101

The belief in the need for balance in work and personal life is at the core of this course. The CICE student, along with assistance from a Learning Specialist, will develop emerging skills in the ability to assess strengths and limitations from individual and community perspectives. Alternative outlooks on problem solving, self-concept and growth will be explored. The teachings of the Sacred Tree will provide a basis for course work.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Communicate the fundamental social work principles within multiple levels of practice and roles throughout the helping process.

Potential Elements of the Performance:

- Connect the social work person-in-environment and the Native holistic interconnectedness worldviews to create an understanding of working with people.
- Identify the perspectives and roles inherent within the micro, mezzo and macro societal systems.

2. Integrate self-awareness and balance into work and personal life.

Potential Elements of the Performance:

- Ground professional work in the values, ethics and mission of the profession and the Seven Grandfather teachings.
- Examine the four components of holistic health in relation to the Anishinaabe culture relating to individual and community wellness.
- Identify and assess one's own strengths and areas of improvement by applying the four components of holistic health to personal health and community work.

3. Connect social work theories to skills development to guide action of practice.

Potential Elements of the Performance:

- Familiarity with Systems, Ecological, Strengths-Based and Empowerment Social Work Theories

- Demonstrate ethical and professional engagement, interview and interpersonal skills reflective of practice framework of social work theories.

4. Integrate the four core aspects of human nature into an ongoing plan for individual and community balance.

Potential Elements of the Performance:

- Demonstrate a commitment to ongoing development and improvement of social work - interpersonal interviewing and interpersonal skills to best serve individuals and communities.
- Utilize the teachings of the Sacred Tree as an alternative perspective in the areas of assessment, problem solving, self-concept and growth.

5. Respect the value of diverse self-care perspectives and techniques.

Potential Elements of the Performance:

- Familiarity with a variety of self-care techniques and perspectives.
- Adoption of and commitment to 'personal fit' self-care techniques.
- Identify 'what not to do' in professional practice and personal self-care.

6. Develop an understanding of cultural identity by linking personal history to broader cultural study.

Potential Elements of the Performance:

- Accept responsibility for development of diversity awareness and cultural competence.
- Develop awareness of personal lens and cultural identity.
- Familiarity with RESPECTFUL model of multicultural awareness.
- Link multicultural identity to assessment, issue identification, and problem solving methods, resources and solutions

7. Create a personal and professional philosophy to bridge the teachings of the Sacred Tree with the modern social work field.

Potential Elements of the Performance:

- Commit to ongoing personal and professional development of culturally competent and professional understanding and delivery of services to best service individuals and communities.

III. TOPICS:

1. Introduction to Social Work
2. Values and Ethics in Social Work

3. Basic Skills – Interviewing and Interpersonal
4. Social Work Practice and Theories
5. Self Care and Pitfalls – Realities of Working in the Field
6. Cultural Diversity and the RESPECTFUL model
7. Symbolic Teachings and Concepts in the Sacred Tree Teachings
8. Focus on Four Core Components of Holistic Health and Traditional

Aboriginal Healing

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Social Work Skills for Beginning Practice, 3rd Ed., by Sevel, Cummins and Pedrick; Pearson.

The Sacred Tree: Reflections on Native American Spirituality, Four Worlds Development

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

Ethics Test		
Personal Lens and Balance Paper	10%	
Social Work Theory Paper	20%	
Workbook Exercises (5 x 4%)		20%
Pitfalls Test	10%	
In-Class Activities		20%
Sacred Tree Teaching Circle	10%	
TOTAL	100%	

ETHICS TEST: This test will be based on social service work scope of practice, values, Code of Ethics and guiding principles. Details will be provided by professor.

PERSONAL LENS PAPER: Students will examine their own personal lens and cultural identity through development of this paper. Specific focus will be on application of the RESPECTFUL model to build a picture of the student's personal identity through the concepts of culture, individual, family, and community. Details will be provided by professor.

SOCIAL WORK THEORY PAPER: Each student will prepare an APA format essay summarizing identified theories that guide social service work practice. Students will use the text and additional resources as identified. Details will be provided by professor.

WORKBOOK EXERCISES: Students will be assigned five short assignments to demonstrate their skills of 1) paraphrasing, 2) reflection of feeling, 3) open-ended questions, 4) clarification and 5) summarization. A schedule of deadlines will be given to students at the start of the semester. Details will be provided by professor.

PITFALLS TEST: This test will be based on common errors in direct practice (known as pitfalls) from chapter 7 of the textbook. Details will be provided by professor.

IN-CLASS ACTIVITIES: Developing interpersonal helping skills is a significant component of this course. As such, there will be a variety of in-class activities, role plays and scenarios to develop, demonstrate and evaluate many professional helping skills. Attendance is essential, and marks for missed activities cannot be recovered. Details will be provided by professor.

SACRED TREE TEACHING CIRCLE: Students will be assigned a section from the Sacred Tree to review, understand and teach the class in a teaching circle format. This is an in-class activity at the end of the semester that requires preparation and attendance. Details will be provided by professor.

The following semester grades will be assigned to students in post-secondary courses:

Grade

Definition	Grade Point Equivalent
A+	90 – 100% 4.00
A	80 – 89%
B	70 - 79% 3.00
C	60 - 69% 2.00
D	50 – 59% 1.00
F (Fail)	49% and below 0.00

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field /clinical placement or non-graded subject area.

U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.

W Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES

This course is a prerequisite for NSW203 - Essential Skills for Social Services and
NSW214 – Incorporating Aboriginal Healing Methods into Practice

VII. COURSE OUTLINE ADDENDUM:

The provisions in the addendum are located on the student portal and form part of this
course outline.

Addendum:

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.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.