

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Foundations for Balanced Practice

CODE NO. : NSW 101 **SEMESTER:** ONE

PROGRAM: Social Services Worker – Native

AUTHOR: Lisa Piotrowski

DATE: Sept. 04 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

HOURS/WEEK: 16 Weeks

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(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

The belief in the need for balance in work and personal life is at the core of this course. Students will learn to assess strengths and limitations from an individual and community perspective. Students will gain familiarity with the field of social work; its values and ethics as a profession. Basic skills will be introduced as well as discussion of the realities of working with people as a career.

Alternative outlooks on problem solving, self-concept and growth will be explored. The teachings of the Sacred Tree will provide a basis of integration with mainstream social work for course outcomes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Communicate the fundamental social work principles in a variety of 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 and mission of the profession and the Seven Grandfather teachings.
- Examine the four components of Wholistic health in relation to the Anishnaabec culture relating to individual and community wellness.
- Identify and assess one's own strengths and areas of improvement by applying the four components of wholistic health to personal health and community work.

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

Potential Elements of the Performance:

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

4. 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.

5. 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.

6. 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 Native individuals and communities.

III. TOPICS:

1. Introduction to Social Work
2. Values and Ethics in Social Work
3. Basic Skills
4. Self Care and Pitfalls – Realities of Working in the Field
5. Cultural Diversity and the RESPECTFUL model
6. Concepts in the Sacred Tree teachings
7. Symbolic Teachings of the Sacred Tree
8. Focus on Four Core Components of Wholistic Health

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Social Work Skills Demonstrated; Sevel, Cummins and Madrigal

V. EVALUATION PROCESS/GRADING SYSTEM:

		Due Week of:
Personal Lens Essay	15%	November 8
Personal Health Essay	15%	November 29
Workbook exercises	30%	upon completion of skill unit
Test #1	20%	October 11
Test #2	20%	December 13
TOTAL	100%	

V. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION:

1. PERSONAL HEALTH ESSAY: Students will submit a 4-6 page double spaced 12 font paper examining their own personal current plan for individual balance by integrating a current assessment of the four aspects of human nature as learned in the Sacred Tree teachings. Each of the four sections should include a brief self care plan related to that aspect. (i.e.: Physical – will go for a 20 minute walk three times a week)
2. PERSONAL LENS ESSAY: Students will examine their own personal lens and cultural identity through development of a minimum 5-page paper on family history. 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. Definitions of each of the concepts (with proper citation and reference) should be included in all papers.
3. WORKBOOK EXERCISES from *Social Work Skills Demonstrated* on the skills of Reflection of Feeling p. 48 – 5%; Paraphrasing p. 54 – 5%; Open-Ended Questions p. 60 – 5%; Close-Ended Questions p. 66 – 5%; Clarification p. 72 – 5% ; Pitfalls p.106 – 5% will be completed individually by students, after discussion in pairs during class-time peer conferencing. Schedule for submission of individual exercises to be communicated by professor.
4. There will be two tests during the semester to cover course material. Test #1 will cover material and topics covered up to that date. Test #2 will then cover the material taken after Test #1 until the end of the course. Tests cannot be re-written for a higher grade. Students, who miss the test, without making prior arrangements with the instructor, will be given a zero on the test.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Significant learning takes place in the classroom through an interactive learning approach; therefore, all students must attend 60% of the classes to obtain a passing grade for this course.

All assignments are to be handed in on the due date and are to typewritten. Any late assignments will be penalized 1% for each day late and will be accepted up to a maximum of 5 days late.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

The instructor must be notified of absence prior to scheduled test time in order to be eligible to write the test at a later date. Students who do not call in prior to a scheduled test will receive a mark of ZERO. Students who miss a test must make re-scheduling arrangements directly and immediately with the instructor upon return.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.