

I. COURSE DESCRIPTION:

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

Cultural competence as a foundation of client centered, strength based approaches will be established. 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 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 Anishnaabek 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:

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

Social Work Skills Demonstrated Second Edition; Sevel, Cummins and Madrigal; Allyn and Bacon Publisher

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

		Due Week of (Tentative dates):
Workbook exercises	40%	upon completion of skill units
Test	20%	Week 6
Social Work Theory and Practice Paper	15%	Week 8
Personal Lens and Balance Paper	15%	Week 16
Attendance and Participation	10%	
TOTAL	100%	

EVALUATION:

1. **SOCIAL WORK THEORY AND PRACTICE PAPER:** Each student will prepare a paper 4-6 double-spaced 12 font in length summarizing some of the theories presented in Chapter 3 of our text that guide social work practice. Specifics to be provided by the professor.
2. **PERSONAL LENS AND BALANCE 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. The paper will also include an examination of 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. Papers will be a minimum of 5 double-spaced 12 font pages. Specifics to be provided by the professor.
3. **WORKBOOK EXERCISES** from *Social Work Skills Demonstrated* on the skills of Paraphrasing p. 165 – 10%; Reflection of Feeling p. 171 – 10%; Clarification p. 190 – 5%; Information-Giving p. 206 – 5%; Pitfalls p.223 – 20% 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 one TEST in this course covering materials in Chapters 1-4, supplementary theory and ethics information and the material on Cultural Diversity. The test 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.
5. Attendance and Participation
 1. Prepared for each class, and contributes to class discussions
 2. Attended all classes
 3. Arrived consistently on time
 4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

- 0: did not meet the expectation
 1: minimally met expectation with significant improvement recommended
 2: met expectation with improvement recommended
 3: satisfactorily met expectation

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES

Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.