

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: **COMMUNITY INVOLVEMENT & RESEARCH**

COURSE CODE: **NSA226-5**

PROGRAM: **NATIVE COMMUNITY WORKER**

SEMESTER: **JANUARY 1997**

DATE: **NATIVE EDUCATION DEPARTMENT**

Revised: (x)

APPROVED:

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**Dean, School of Native Education,
Creative Arts and Criminal Justice
Programs**

Date:

PHILOSOPHY/GOALS:

This course is designed to provide the student with an introduction to the local First Nation, municipal and Sault College communities. This will be accomplished through active involvement in examining the various social service agencies and groups and attendance at various community events. In addition, the student will begin to understand, identify and adopt effective leadership styles. The student will also examine the steps of project development and implementation.

LEARNING OUTCOMES:

When you have earned credit for this course, you will have reliably demonstrated an ability to:

1. Compare the structure and functions of the federal, provincial, municipal and First Nation government.
2. Explore and perform essential research methods.
3. Examine and access appropriate local Native and non Native social service agencies as well as the community of Sault College as an informed individual.
4. Initiate networking with local First Nation community members and urban First Nation members.
5. Develop and adopt an effective leadership style.
6. Determine and implement the steps for efficient project results.
7. Examine and provide personal comments from current social issues pertaining to Native people.

TOPICS COVERED/LEARNING ACTIVITIES:

1. Government Overview
 - 1.1 Presentation of functions and structures of federal, provincial, municipal and First Nation governments. (This shall be delivered through guest speakers, handouts and overhead materials.)
2. Research Methods
 - 2.1 Skimming and scanning methods shall be instructed by the professor with worksheets provided.
 - 2.2 Sault College Library tour with introduction to "ERIC" as a class given by the Librarian.

3. Community Profiles

- 3.1 Presentation of local and urban First Nation and non Native agencies and organizations through guest speakers, handouts and overhead materials.
- 3.2 Class tour of the Garden River Healing Lodge which will be arranged by the professor with a tour guide from the Garden River First Nation (Mr. Willard Pine - upon availability).
- 3.3 Personal visits at the homes of local First Nation elders. This shall be arranged with on site Native Education elder or other Elders by suggestion of students or professor.
- 3.4 This course allows for student involvement through attendance at community events. The student can give his/her personal opinion to the event as well.

4. Community Development in Action

- 4.1 Professor shall provide instructional methods of group building through exercises such as the TIME CAPSULE exercise.
- 4.2 Students will network to develop contact with community members for 5th Annual Native Talent Night at local First Nations, the urban Native and non Native community by advertisement, word of mouth and through the student body of Sault College.
- 4.3 Students shall be given instruction on different types of leadership styles through handouts and group discussions and presentation by the professor.
- 4.4 Students will hear oral presentations from their peers on local agencies.

5. Current Native Issues

- 5.1 Students shall investigate current Native issues reported in current Native and non-Native newspapers.
Students will have the opportunity to voice their opinion of the articles and how it will relate to Native communities. Enji Maawnjiding has several Native publications available for usage.

EVALUATION METHOD:

		<u>TARGET DATES</u>
Mid-term Test	15%	2nd week of February 1997
Final Test	15%	3rd week of May 1997
Newspaper Articles (4 articles @ 2.5% each)	10%	Last week of January 1997
Research Skills Assignment (5% - ERIC Printout, 10% - Research Assignment)	15%	3rd week of February 1997
Agency visit & Oral Presentation (5% written, 5% oral)	10%	2nd week of March 1997
1) Community Involvement 10% Opinion paper; 5% Peer evaluation; 5% Self evaluation; 10% Talent Night Attendance	30%	2nd week of April 1997
<i>OR</i>		
2) Student Involvement Assignment (6% @ 5 assignments)	30%	1st week of March 1997
 TOTAL	 100%	

EVALUATION METHODS:

- Two (2) tests will be given in this course. The mid-term test will cover information from the beginning of the course to mid February. The final test will cover information from mid October to the end of the course. Tests CANNOT be re-written in order to obtain a higher grade. Tests may be rescheduled, at the discretion of the professor for substantiated reasons for absence on test day. Students who miss a test MUST make rescheduling arrangements directly and IMMEDIATELY with the professor.

2. Students will choose three (3) related newspaper articles from a Native newspaper (i.e. WAWATAY, ANISHNABEK NEWS) and one (1) from a non-Native newspaper (i.e. Sault Star, Toronto Star). Students will summarize each article in their own words and will provide a personal comment on the impact of the Native community. The key points of the newspaper articles are to be highlighted.
3. Students can choose an agency from the COMMUNITY INFORMATION DIRECTORY or through other sources and the following shall be included in the oral presentation and paper:
 - a) Name of the agency and the name of the person interviewed.
 - b) Sources of funding for the agency (municipal, provincial, federal).
 - c) Ministry and legislation to which the agency is accountable.
 - d) What services do they provide? Identify any specific services for Native people.
 - e) Educational background of the typical employee at the agency.
 - f) Working conditions (include personal commentary with that of the employees).
 - g) Job prospects for graduates of the Native Community Worker Program,
 - h) What is (if any) agency's connection with the Native community?
 - I) Are there Native people on their Board of Directors or employed at this agency. Why or why not?

Students will also be required to give an oral presentation to the class on their findings. A time and date must be arranged with the professor as soon as you determine which agency you are visiting. Students cannot choose the same agency to visit, therefore, choosing your agency, scheduling your time and date as soon as possible, will be to your advantage.

4. Students will choose a topic of choice relating to Child and Family or Addiction issues and submit an ERIC printout of information available on their topic to the professor. Students will also research their chosen topic and hand in a 4 (four) page typewritten report of **their** findings. The report shall include a title page, topic information and bibliography.
5. i) Students will attend and report events within the Community at large. The following is a tentative list of activities that students shall attend and comment on:
 - a) One Native Student Council event,
 - b) One First Nation sponsored event,
 - c) One Indian Friendship Centre event,
 - d) One Sault College event,
 - e) One Native Education, Social service related event or community self help group meeting.

The student will submit a two page document on the event attended, location, date attended, age group represented and personal opinion of the event and its purpose to the community.

IF YOU, THE STUDENT, HAVE BEEN OR ARE ACTIVELY INVOLVED IN THE COMMUNITY IN THE PAST OR PRESENT, AND THIS ASSIGNMENT WOULD NOT BE USEFUL IN YOUR LEARNING --THE ALTERNATIVE ACTIVITY IS: TO PLAN, ORGANIZE AND RUN THE "1997 NATIVE TALENT NIGHT" EVENT IN APRIL AT THE SAULT COLLEGE GYMNASIUM.

5. ii) Classes shall choose a chairperson to represent their class (Child and Family option and Addictions option) as well as committees such as Advertising, Child Care, Talent, Food & Refreshment, etc.) which will be represented by individual classes. The classes will then combine their efforts and plan, organize and run the '97 Talent Night.

REQUIRED RESOURCES:

Required readings and reference material will be provided by the professor. Additional resource material available in the library and Native Education faculty office is the COMMUNITY INFORMATION DIRECTORY is an additional resource and can be accessed through the library.

COLLEGE EVALUATION SYSTEM:

Letter grades, for transcript purposes will be calculated as follows:

90% - 100%	=	A+
80% - 89%	=	A
70% - 79%	=	B
60% - 69%	=	C
Less than 60%	=	R (Repeat of the course)

SPECIAL NOTES:

Students with special needs (e.g. physical limitations, visual and hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the professor.

Your professor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

ALL assignments are to be handed in on the due date. Any late assignments will be penalized 1% per day.

ALL students must attend 60% of the classes to obtain a passing grade.

PLAGIARISM (n): "the offering of another's artistic or literary work as one's own" - Webster's dictionary. IT IS THEFT! IT COULD RESULT IN "0"! DON'T DO IT!