

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE:** Community Involvement and Research

**COURSE CODE:** HDG116-6

**PROGRAM:** Native Community Worker Program

**SEMESTER:** One

**DATE:** September 1994

**AUTHOR:** Native Education Department

NEW

REVISED:

X

**APPROVED:**

**DATE:**

Nadean Koch, Dean, School of Arts  
and General Education

**PHILOSOPHY/GOALS:**

This course is designed to provide the student with an introduction to the native community and the local social service community. This will be accomplished through active involvement in researching the various social service agencies and groups and attendance at various community events. In addition, the student will begin the process of personal awareness of how he/she will contribute to the community's well being.

**OBJECTIVES:**

The students will:

1. Demonstrate knowledge of the National, provincial, regional and local Native and non Native government.
2. Demonstrate knowledge of local Native and non Native social service agencies and groups.
3. Attend social service activities and cultural community activities of local first Nations, Indian Friendship Centre, Sault Tribe of Chippewas (Sault, Michigan), Sault College Native Student Assembl<sup>^</sup>dfc (NSA), Algoma University College (AUC) Shingwauk Student Club,^^ Lake Superior State University (LSSU) Student Association.
4. Demonstrate motivation and commitment by organizing time to attend extra-curricular activities rated to this course.
5. Develop personal awareness, research skills, computer skills and community development skills.

**INSTRUCTIONAL METHODS:**

Student learning will be facilitated by lectures, group discussion and activity, guest speakers, audio-visuals, and field trips.

**TOPICS:**

1. Government Overview
2. Native Community Profiles:
  - On Reserve
  - Off Reserve
3. Current Social Issues and Research Skills
4. Community Agency Visits
5. Self Awareness
6. Computer Awareness
7. Community Development in Action

LEARNING ACTIVITIES:

Government Overview:

- Presentation of federal (Canada) and provincial (Ontario) government structure with inclusion of national and provisional Native government structure
- Guest speaker: rep from on of the government levels

Required Resources:

Overhead and Handouts

Native Community Profiles:

- Presentation of local Native and Off Reserve Native agencies and organizations by . . . . .

First Nation and Indian Friendship Centre Newsletter

Current Social Issues and Research Skills:

- Presentation of skimming and scanning skills
- Participation in library tour

Handouts  
Native newspaper  
Library Orientation Guide

Community Agency Visits:

- Introduction to Sault Ste. Marie and District human service agencies.
- Visits to/from agencies and their representatives
- Visit with elders/traditional Resource People

Sault Ste. Marie Directory Handout

Self-Awareness:

- In-class interactive group activities
- Participation in learning styles inventory and Myers Briggs Personality Type Inventory

Handouts  
"Learning Styles  
Inventory" Personality  
"Myers Briggs  
Type" test

Computer Awareness:

- Listen to presentation on Introduction of computers in human services
- Participate in Typing tutor and Learning Style Inventory class assignment.

Required Resources:  
Learning Assistance Centre (LAC) tour  
Typing Tutor and Learning Styles Inventory assignment  
Handouts

Community Development in Action:

- Participate in planning and implementation of Native Community Worker Program 1994 Native Talent Night
- choice of activity

"Class Banner" and/or  
"Class Photo"

**EVALUATION METHOD:**

Attendance & Participation	10%
Mid-Term Test (2nd wk in Oct.)	15%
Final Test (3rd wk in Dec.)	15%
Newspaper Articles (last wk in Sept.)	10%
Presentation (2nd wk in Nov.)	10%
Community Involvement	25%
Computer Skills Assignment (Last wk of Nov.)	15%
<b>TOTAL</b>	<b>100%</b>

**TEST AND ASSIGNMENTS:**

Newspaper Articles:

**10 Marks (4 Articles \$ 2.5 marks each).**

Choose three (3) Native-related newspaper articles from a Native newspaper (Councxl Fires, Wawatay, Anishinabek News) and one (1) from a non-Native newspaper (Sault Star, Globe & Mail). Summarize each article in your own wards. Provide a personal comment on the impact on the Native community. Be sure to provide a copy of the newspaper article with the key points highlighted. Due date: **Last Week in Sept.**

Presentation:

**10 Marks (7 marks written, 3 marks oral).**

Choose one agency that you would like to work at when you graduate. Visit the agency and interview a worker there. Submit a one (1) page paper describing your findings. This will be presented to the class in a 5-minute oral presentation. The paper will be due on the day the oral presentations begin.

Include the following information in your presentation and paper;

1. Name of the agency and the name of the person interviewed.
2. Sources of funding for the agency (municipal, provincial, federal).
3. Ministry and legislation to which the agency is accountable.
4. Services provided.
5. Education background of the typical employee at the agency.
6. Working conditions, (include your personal commentary with that of the workers)
7. Job prospects for graduates of the NCW Program.
8. What is this agency's connection with the Native community?
9. Are there Natives on the Board of Directors or employed?

**Due Date: Week of November 7**

**TESTS AND ASSIGNMENTS:** (continued)

Community Involvement:

This is a six (6) credit course which allows for student involvement in the community. Choose three of the five listed to attend and comment on:

- a) One (1) Native Student Assembly event;
- b) One (1) First Nation sponsored event;
- c) One (1) Indian Friendship Centre event;
- d) One (1) Sault College event;
- e) One (1) Native Education, Social Service related event or community self-help group meeting.

Submit information on event attended, date attended, location, age group represented, and your impression of the event.

If you have been actively involved in the community in the past and this would not be useful in your learning, the alternative activity is: **To plan, organize and run** the 1994 Native Community Worker Native Talent Night in December in the Sault College gymnasium.

Computer Skills Assignment:

Go to the Learning Assistance Centre and request the following programs:

- 1. Learning Styles Inventory
- 2. Typing Tutor

Computer Assignment is worth fifteen (15) marks.

Submit a personal LEARNING STYLE INVENTORY 7.5 marks

Submit a personal TYPING TUTOR PROGRESS REPORT 7.5 marks

Mid-Term Test: Week of October 2, 1994

Final Test: Week of December 12, 1994

**REQUIRED STUDENT RESOURCES:**

Required readings and reference material will be provided by the instructor.

Additional Resource Material available in the library:

United Way                      Sault Ste. Marie Agency Profiles  
Newspapers                      (Reserve Section)

**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 impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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

**Assignment** must be handed in on time or marks will be deducted.

**Tests** will be written on the assigned day or marks will be deducted.