

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 CICE student, with assistance from a Learning Specialist, will demonstrate an emerging 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:

		Due Week of (Tentative dates):
Workbook exercises	50%	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
TOTAL	100%	

V. EVALUATION PROCESS/GRADING SYSTEM:

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.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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; in addition, much of the course material is skill based practice material, therefore, **all students must attend 70% 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.

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.

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers WebCT/LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the Learning Management System communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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.