

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:

- Identify the perspectives and roles inherent within the micro, mezzo and macro societal systems.
- Connect the social service work person-in-environment perspective and the Aboriginal wholistic interconnectedness worldview to create an understanding of working with people.

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 the Medicine Wheel, from Aboriginal social work theory, relating to individual and community wellness.
- Identify and assess one's own strengths and areas of improvement by applying the four components of wholistic wellbeing 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:

Social Work Skills for Beginning Practice, 3rd Ed., by Sevel, Cummins and Pedrick; Pearson.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Field Placement Requirements	Mandatory
Ethics Test	15%
Personal Lens and Balance Paper	10%
Social Work Theory Paper	15%
Workbook Exercises (5 x 4%)	20%
Pitfalls Test	10%
In-Class Activities	20%
Sacred Tree Teaching Circle	<u>10%</u>
TOTAL	100%

MANDATORY FIELD PLACEMENT REQUIREMENTS: Police Record Search (current within one year). You will need to do a police records search as soon as possible as you will be working with vulnerable persons during your placements. There is a cost to having this done and this can take a few weeks to months to complete. If you have criminal records please contact 705.759.2554 ext. 2560 for further discussion to determine whether a criminal record will affect the fieldwork requirement. Valid and current two step TB test Immunity against measles, mumps and rubella Current Tetanus-diphtheria First Aid Certificate and CPR Level C WHMIS (Workplace Hazardous Materials Information System)

ETHICS TEST: This test will be based on social service work scope of practice, values, Code of Ethics and guiding principles. Details will be provided by professor.

PERSONAL LENS 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. Details will be provided by professor.

SOCIAL WORK THEORY PAPER: Each student will prepare an APA format essay summarizing identified theories that guide social service work practice. Students will use the text and additional resources as identified. Details will be provided by professor.

WORKBOOK EXERCISES: Students will be assigned five short assignments to demonstrate their skills of 1) paraphrasing, 2) reflection of feeling, 3) open-ended questions, 4) clarification and 5) summarization. A schedule of deadlines will be given to students at the start of the semester. Details will be provided by professor.

PITFALLS TEST: This test will be based on common errors in direct practice (known as pitfalls) from chapter 7 of the textbook. Details will be provided by professor.

IN-CLASS ACTIVITIES: Developing interpersonal helping skills is a significant component of this course. As such, there will be a variety of in-class activities, role plays and scenarios to develop, demonstrate and evaluate many professional helping skills. Attendance is essential, and marks for missed activities cannot be recovered. Details will be provided by professor.

SACRED TREE TEACHING CIRCLE: Students will be assigned a section from the Sacred Tree to review, understand and teach the class in a teaching circle format. This is an in-class activity at the end of the semester that requires preparation and attendance. Details will be provided by professor.

The following semester grades will be assigned to students:

<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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

This course is a prerequisite for NSW203 - Essential Skills for Social Services and NSW214 – Incorporating Aboriginal Healing Methods into Practice

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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