



COURSE OUTLINE

SW 389

Cultural Competence for Northern Social Work Practice

3 CREDIT COURSE

PREPARED BY: Dana Jennejohn

DATE: December 16th, 2018

APPROVED BY ACADEMIC COUNCIL:

Approved by UGS Faculty of Social Work
University of Regina, January 2016



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WINTER 2019

SOCIAL WORK 389
Cultural Competence for Northern Social Work Practice

INSTRUCTOR: Dana Jennejohn, MSW, RSW

OFFICE HOURS: By appointment
Mon-Fri 9-5

OFFICE LOCATION: A2011

CLASSROOM: C1511

E-MAIL: djennejohn@yukoncollege.yk.ca

TIME: Tuesday 1pm to 4pm

TELEPHONE: (867) 668-8746

DATES: Jan 8 - April 9 2019

UNIVERSITY OF REGINA COURSE DESCRIPTION

Cultural theories, concepts and related structural issues are considered from personal and professional perspectives. Knowledge, skills and values of the culturally competent northern social worker are explored. Wellness, family, community and helping within an Indigenous historical and contemporary context are examined.

ADDITIONAL COURSE DESCRIPTION

Self-awareness is critical to understanding culture and engaging in culturally informed social work practice. Students are encouraged to examine their social location and the impact that their cultural background has their perception of the world and how that relates to their social work practice. The course explores concepts of culture, power, privilege, oppression, resilience and resurgence. The themes of caring, community, wellness, culture and culturally informed helping underpin the course.

The course concepts and themes inform discussions and explorations of the history of Yukon First Nations as well as their plans for the future through self-government agreements. Contemporary caring and helping in Yukon First Nations communities are discussed. This course also prepares students for Cultural Camp (SW 352) in a rural community. Cultural Camp is an opportunity to integrate learning done in SW 389 and other social work courses.

PREREQUISITES

Completion of 30 credit hours. Admittance in to the BSW program.
SW 389 is a pre-requisite for SW 352: Cultural Camp.

EQUIVALENCY OR TRANSFERABILITY

UR SW 389

For more information about the transferability of this course, please contact the Bachelor of Social Work office at University of Regina.

LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to demonstrate:

1. An understanding of his/her cultural background and how this has influenced their perspective of the world.
2. Knowledge of theories and sociological perspectives of culture, dimensions of culture and layers of cultural identity.
3. Define and apply principles of culturally informed social work practice.
4. Knowledge about the traditions and values of Yukon First Nation people and how this pertains to current social work practice.
5. Understanding of the influence and impact of historical events on Yukon First Nation people and the implication of this for social work practice.
6. Awareness of political, social, cultural, spiritual, health and economic contexts of First Nation communities today and the implications for social work practice.
7. Understanding of First Nations perspectives on wellness.
8. Knowledge of contemporary caring and helping practice within First Nation communities.
5. Skills for working effectively with diverse groups.
6. Skills to be an ally for groups experiencing social injustices.
7. Knowledge of advocacy for social justice, social change, and the need to actualize First Nations worldviews within the practice of social work.
8. Self-awareness and personal development in the areas of wellness and culturally informed social work practice competence.

COURSE FORMAT

This course will be conducted through lectures, large group and small group discussions/activities, student presentations, guest lecturers and audio-visual displays. The class will typically be divided into segments: an opening check-in, an informational lecture/guest speaker, group exercise/skill development, group discussion and closing circle.

Students are expected to read the assigned readings prior to class and to actively participate in class discussions and the analysis of concepts and their usefulness for social work are important parts of learning. The course instructors will provide many different learning opportunities inside and outside of class to accommodate a range of learning styles. The extent of students' learning will depend on their level of participation and personal quest for understanding a cross-cultural experience.

ASSESSMENTS

Attendance and Participation

Attendance and participation is an expectation of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

"Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination" (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term.

Readings

Students are expected to attend classes prepared to discuss assigned readings. Most class sessions involve assigned readings from the textbooks and/or handouts. Additional material may also be assigned. The specific reading assignments for each class are found on the course outline.

Assignments

For further information on assignments, please see the Assignment Descriptions hand-out.

Writing Expectations, Due Dates and Penalties

- Competence in writing is expected in courses. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (U. Regina Calendar)
- Write assignments using appropriate language. Check grammar and spelling.
- Peer-reviewed academic references from professional journals, books, etc. are required for all assignments.
- APA format is to be used for all assignments.
- Assignments are due *in class* on the date assigned. Assignments handed in after this time must have the date/time of submission noted by an Applied Arts administration assistant, or assignments must be handed *directly* to the instructor.
- **An assignment handed in after 4:00 P.M. of the due date is "late" and penalties will apply.**
- 5% will be deducted for every day late up to a maximum of 5 late days, after which time the assignment will not be accepted.
- **The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking.** Rewriting provides an extra burden of work for the instructor and an uneven and potentially unfair evaluation process. If the instructor permits a rewrite, be advised that the maximum mark that can be achieved will be 70% for the assignment.

EVALUATION

Assignments	100%
Midterm Exam	N/A
Participation and Attendance	See policy
Final Exam	N/A
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Baskin, C. (2016). *Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Helping Professions (2nd Ed.)*. Canada: Canadian Scholars' Press, Inc.

Johnson, A. (2006). *Privilege, Power and Difference (2nd Ed.)*. United States: McGraw Hill Higher Education.

Other required readings will be available on-line or on Moodle

ACADEMIC INTEGRITY AND STUDENT CONDUCT (UNIVERSITY OF REGINA CALENDAR)

Please refer to the University of Regina calendar for other forms of academic misconduct.

Students are bound by University academic integrity policies. Please review online calendar for further information.

http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal_77.shtml.

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but

these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;

- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

ACADEMIC AND STUDENT CONDUCT (YUKON COLLEGE)

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

SOCIAL WORK STUDENT CONDUCT

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

PLAGIARISM (Yukon College)

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and

document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

GRADING DESCRIPTIONS (University of Regina Calendar)**90-99 An outstanding performance with very strong evidence of:**

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.