

APPLIED ARTS DIVISION
School of Health, Education & Human Services
Bachelor of Social Work
Summer, 2017

University
of Regina



COURSE OUTLINE

SW 352

CULTURAL CAMP

45 HOURS

6 CREDIT COURSE

PREPARED BY: Dana Jennejohn

DATE: June 15, 2017

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL:

Approved by UGS Faculty of Social Work
University of Regina, January 2005



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APPLIED ARTS DIVISION
School of Health Education and Human Services
Bachelor of Social Work
6 Credit Course
Summer, 2017

SW 352
CULTURAL CAMP

INSTRUCTORS:	Dana Jennejohn, MSW, RSW and Doug Knutson, MSW
HOST FIRST NATION:	Champagne and Aishihik First Nations, Barb Hume
OFFICE HOURS:	By appointment
OFFICE LOCATION:	A2011
TELEPHONE/E-MAIL:	668-8746, djennejohn@yukoncollege.yk.ca
LOCATION:	Yukon College and Klukshu Village
DAYS & TIMES:	July 29 th to August 16 th , 2015

UNIVERSITY OF REGINA COURSE DESCRIPTION

Students live and work together with members of an Aboriginal community for seven days to create an experience where they learn about traditional values and the current realities of the hosting community. Students learn how to build community and work with people from different cultural backgrounds.

ADDITIONAL COURSE DESCRIPTION

This class is intended to educate and promote awareness and appreciation for First Nation cultures and lifestyles. The focus will be on one hosting Yukon First Nation – Champagne and Aishihik First Nations. The learning process will take place in a natural environmental setting with the Elders and other resource people as teachers. First Nation worldview - its expression through culture and lifestyles, with land and water - will be introduced. Some of the topics that will be covered are First Nation history,

philosophy, social and political systems, plans for the future through land claims implementation and self-government agreements.

PREREQUISITES

Admission to BSW Program
SW 389

EQUIVALENCY/TRANSFERABILITY

UR 352

For information about the transferability for this and other courses, please contact the Bachelor of Social Work office.

LEARNING OUTCOMES

SW 352 is an integral component of the BSW program. The course aims:

1. To provide an opportunity to increase understanding of a specific First Nation culture and their traditional lifestyle and current realities by spending time with First Nation elders and other First Nation people through lectures, discussions, activities and experiential learning.
2. To encourage the students to actively participate and experience a contemporary First Nation lifestyle in a natural environmental setting. Students will learn this through participation in activities, tasks, circles and discussions.
3. To assist the student to become aware of strengths and challenges of living in rural and remote communities, as individuals and as professionals, and how each role has impact on the community and its development. Students will learn this through the planning, organization and implementation of cultural camp. The success of the camp will depend upon how involved each individual is in the growth and maintenance of a strong, healthy and balanced community.
4. To help students learn and understand a traditional First Nation worldview and way of life and how that can be applied to current realities through oral tradition and experiential learning utilizing elders and other resource people. Issues such as First Nation history, philosophy and cultural ways will be explored. Some solutions to some current community issues and needs may also be discussed.

COURSE FORMAT, DATES AND LOCATIONS

1. July 26th to 28th 9am to 4pm. Pre-Camp at Yukon College

2. July 31st Travel to Klukshu Village.
3. August 1st to 8th Cultural Camp
4. August 9th Close and clean-up camp, travel to Whitehorse.
5. August 11th Camp evaluation and debrief at Yukon College.
9:00 a.m. to 12:00 p.m.
6. August 14th **Final Paper Due NO LATER THAN 4:30 pm.**

ASSESSMENTS

The course will be evaluated on a **Pass/Fail** basis. The following **three** mandatory components will be used to evaluate student performance.

Failure to complete any part of the mandatory components to a satisfactory level will result in the grade of "F".

1. Attendance and Participation in the following:

- **Pre-Camp**
 - **Cultural Camp**
 - **Camp Debrief**
- a) Students will be involved in the organizing and implementing cultural camp. Attendance and participation in all aspects of cultural camp including group activities and work assignments will be evaluated by the instructor.
 - b) Students will be evaluated on experiential learning as set out in class objectives. Participation, cooperation, attitudes and behaviours, relationships and camp lifestyle will be evaluated by instructor, elders and other teachers.

2. Cultural Awareness/Learning and Self-evaluation Forms

The purpose of this assignment is to encourage students to engage in self-reflection and identify and reflect on key-learning as it relates to cultural awareness, values, understanding the contemporary realities of the hosting First Nation or other related

topic to social work practice and/or topics discussed in SW 389 and SW 352. Students will complete and submit these forms to the instructors five occasions during the camp.

The form contain two parts. The first part contains a few open ended questions to encourage students to identify key learning pertaining to SW 389 and SW 352 course objectives and how this relates to their emerging practice. Part one is self-evaluation. Using the camp participation rubric attached to the course syllabus, you will evaluate yourself in each category and provide an example as to how you arrived at that score.

Hand in the forms on the following days by 9am:

- July 28th
- August 2nd
- August 4th
- August 6th
- August 8th

3. Course Experience Paper

Overview:

A paper (9 pages MAXIMUM, including title page) will be required from each student. This paper will include a self-evaluation component and reflections on your overall experience in this course. You may wish to consider regular practice of jotting down thoughts, feelings, interactions, activities, in an informal journal format. Frequent journaling and completing the Student Daily Self-evaluation and Learning Reflection Form will provide a structure from which to base your paper.

Grading Criteria:

1. Two grading rubrics (attached to course outline) will be used to evaluate the paper. This assignment is graded as pass/fail and must be completed and passed with a mark of 70% to receive credit in this course.
2. Papers will be graded on the presentation of ideas:
 - Well-organized flow of ideas that are logical, focused, and orderly
 - Effective introductory and concluding comments
 - Excellent style and mechanics of writing that includes vocabulary, sentences, paragraphing, spelling, grammar, and punctuation
 - Effective use of headings (if applicable)
 - Consistent and accurate use of APA style (6th edition)
 - Adherence to page limits of the assignment
3. The paper content will be graded the following criteria:

A title page (page 1)

Section One: Self-Evaluation (2 pages)

- This section of the assignment is a critical self-evaluation of your participation throughout the course, including pre-camp and on-site camp activities, responsibilities, and relationships. The self-evaluation is based on the five major components described in the camp participation rubric included in the course syllabus and completed on the Daily Self-evaluation and Learning Reflection Form.
- Using the camp participation rubric attached to the course syllabus and your Daily Self-evaluation Forms, you will critically evaluate **each of the four categories** with a discussion specific to:
 - Your strengths demonstrated with examples to support your evaluation;
 - Identified areas to improve, using examples from your course experience and including a discussion of ways in which you can develop these skills;
 - Ways in which this area of participation is relevant to successful, professional social work practice in Northern Canada.

Section Two: Course Experience (6 pages)

- This section is a reflective narrative paper wherein students will discuss their unique learning experience in relation to the learning objectives from SW 389 and SW 352. Success in these papers typically occurs when students focus on **three to four** experiences, themes or objectives to reflect upon.
- Ensure your narrative reflection includes a critical discussion about the way in which the(se) specific experience(s) has impacted your future social work practice; a dialogue that speaks to the value and implications of this course experience for you, both professionally and personally.

APA Format:

- References are not required for this paper but can be included as an additional 11th page. **APA format is required for the paper and for any references used in this assignment.**

Due: AUGUST 14th NO LATER THAN 4:30 PM SUBMITTED VIA EMAIL to djennejohn@yukoncollege.yk.ca

Due dates: Written work is to be submitted **in class to the instructor** on the due date. Work submitted in any other fashion must be signed and dated by Applied Arts or Social Work administrative staff.

Penalties: Five (5) % of the paper's value will be deducted for every day late, up to a maximum of five days, after which the paper will not be accepted. An assignment handed in after 4:30 P.M. of the due date is "late" and penalties will apply

Style: References from professional journals and books are required for all assignments. Assignments must be typed and written using appropriate language. Carefully proof your work. Use APA format for all assignments.

Competence in writing: 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.

Grading Criteria: Assignments will be graded using the guidelines set out by the University of Regina.

Rewrites: 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.

RULES OF CAMP

IN ACCORDANCE WITH THE SPIRIT AND INTENT OF THE CULTURAL CAMP, STUDENTS ARE REQUIRED TO COMPLY WITH THE **RULES OF THE CAMP** AND TOTALLY ABSTAIN FROM ALCOHOL AND DRUGS FOR THE DURATION OF THE CULTURAL CAMP.

STUDENT(S) WHO DO NOT ADHERE TO THIS PRACTICE WILL BE REQUIRED TO LEAVE THE CAMP SITE AND WILL RECEIVE A GRADE OF "F" (fail).

EVALUATION

Assignments	Pass/Fail
Midterm Exam	N/A
Participation and Attendance	100%
Final Exam	N/A
Total	100%

REQUIRED TEXTBOOKS AND MATERIALS

Textbooks and readings from SW 389 are utilized for this course and assignments. Other readings to be determined.

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.

Yukon College

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

SOCIAL WORK STUDENT CONDUCT

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 student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar and the University of Regina Faculty of Social Work website.

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.