



# Bachelor of Social Work

*Program intended for First Peoples students*

**Most courses will include a First peoples perspective**

- Offered to First Peoples students who wish to pursue a University degree.
- This program stream includes 90 mandatory credits as well as 9 credits in upgrading courses and is offered over four years on a full-time basis at the rate of four courses per semester.
- Students will examine policies and their impacts. They will learn strategies to create change and bring about social justice.

*La terre est ronde  
tourne aussi  
oiseaux du ciel  
sont ronds. Les  
lune toutes les  
circulaires. C'est  
les quatre saisons  
en rond : printemps  
automne et hiver  
leurs tentes  
Nos sages aînés  
le cœur de l'homme  
la nature, des  
sages aînés sa  
manque de resp*

## **BSW PROGRAM VISION**

This program is intended to provide comprehensive social work training characterized by an ability to critically analyze and intervene with regard to social problems experienced by individuals, groups and communities, within a perspective of social change.

## **PROGRAM OBJECTIVES**

- To examine the dynamics of the individual, the family, the community as well as First Nations and non-First Nations social work practices.
- To develop knowledge of self, personal values and motivations.
- To make use of self in a creative way, by utilizing personal values, strengths and weaknesses while continuing to respect others.
- To know the aspects related to the development of the individual, the family, groups and communities and to develop intervention skills in those domains.
- To critically reflect on the historical policies at the local, provincial and national levels and analyse the impacts on First Nation's communities.

## **PROGRAM PHILOSOPHY**

To empower students to create change in a creative learning environment.

## **ADMISSION REQUIREMENTS**

### **Collegial Studies Basis**

Must hold a Diploma of College Studies (DCS) or equivalent.

Or

### **Adult Basis**

Must be at least 21 years of age, must have appropriate knowledge and must have worked (for a period of 12 months, on a paid or volunteer basis) in a field related to intervention with individuals, groups, organizations or associations.

Or

Must be at least 21 years of age, and submit an application letter demonstrating their interest, acquired knowledge and work experiences.

For the adult candidate: The adult candidate must include attestations/confirmations of their experience with their application, and may be called upon to attend an interview.

## **NOTE: Criminal Record Check**

It is important to note that, when seeking a practicum placement with an agency, the administrators of the organization or institution can perform a criminal record check and, depending on the nature of the criminal record, may deny the student a placement with their agency. Furthermore, in accordance with the Code des professions, the permit to practice (received on completion of the program of study) may be denied to a person who possesses a criminal record.

## **TRAINING PROGRAM**

### **Semester 1**

- \*PSY1233E** Growth and Human Development (3 cr.)
- \*PSY1021E** Managing Stress (3 cr.)
- \*TSO1114E** Utilization of Documentary Resources in Social Work (3 cr.)
- COM1102E** Oral Communication (3 cr.)

### **Semester 2**

- ANI1114E** Personal Development Dynamics (3 cr.)
- ANI2115E** Group Development Dynamics (3 cr.)
- TSO1202E** Introduction and Initiation to Social Work (3 cr.)
- TSO4002E** Historical Relationships: Gender, Age, Class and Colonization (3 cr.)

### **Semester 3**

- ADM1205E** Individuals and Teams in a Working Context (3 cr.)
- TSO1106E** Psychosocial Dimensions of the Family (3 cr.)
- TSO1203E** Analysis of Social Issues (3 cr.) (TSO4002E)
- TSO1207E** Social Intervention with Individuals I (3 cr.)

### **Semester 4**

- SCH2312E** Cultures and Institutions (3 cr.)
- TSO2207E** Social Intervention with Individuals II (3 cr.) (TSO1207E)
- TSO3206E** Social Intervention with Families (3 cr.) (TSO1106E)
- TSO4003E** Mental Health, Mental Illness and Social Work (3 cr.) (PSY1233E)

### **Semester 5**

- TSO1204E** Social Intervention with Communities I (3 cr.)
- TSO3201E** Organizations and the Practice of Social Work (3 cr.)

*\* Upgrading course*

- TSO3207E** Social Intervention with Groups (3 cr.) (ANI2115E)
- TSO4001E** Justice Systems, Social Justice and Social Change (3 cr.)

### **Semester 6**

- TSO1102E** Social Research I (3 cr.)
- TSO1124E** Short Term and Crises Intervention (3 cr.) (TSO2207E)
- TSO2201E** Social Policies and Social Services (3 cr.)
- TSO2204E** Social Intervention with Communities II (3 cr.) (TSO1204E)

### **Semester 7**

- TSO3203E** Practicum Preparation and Practicum 1 (12 cr.) (TSO1202E)

### **Semester 8**

- TSO3205E** Practicum II : In Depth Social Intervention (12 cr.) (TSO2205E or TSO3203E)
- TSO3209E** Practicum Seminar (3 cr.)

### **SPECIFIC ACADEMIC REGULATIONS**

- To register in TSO3203E, the student must have successfully completed 54 credits worth of mandatory credits in the program.
- To register in TSO3205E, the student must have successfully completed 66 credits worth of mandatory credits in the program.
- To register in TSO3209E, the student must have successfully completed the program's first practicum (TSO3203E) and be registered in the second practicum (TSO3205E)
- In order to register to TSO3203E, TSO3205E, TSO3209E, the student must have a cumulative GPA of at least 2.3 out of 4.3.

### **COURSE DESCRIPTIONS**

#### **ADM1205E Individuals and Teams in a Working Context**

Knowing and understanding the relationship between individuals, groups and organizations that constitutes the behavioral dynamics of individuals and groups in a working context. Becoming aware of the human dimension within the framework of today's work environments. Becoming familiar with analysis tools that foster understanding of human behaviors at work. Being capable to transpose theoretical notions to real or virtual situations affecting room to intervene and professional practice related constraints. Introduction to the conceptual elements of human behavior sciences applied to a working context. From self- management to resources management. Appropriation: personality,

values, attitudes, self-management, motivation. Relationship: team building, communication, leadership, power. Decision and action: problem-solving, conflict management, management of organizational changes.

#### **ANI1114E Personal Development Dynamics**

The learner will reflect about self, his/her development, of values, attitudes and skills in relation to others. Acquire the tools that will provide introspection and enhance creativity. We explore themes related to identity and personal growth. These include life and death; concept of oneself; self-esteem; needs and emotions; interests, values, prejudice and stereotypes; statutes, social and sexual roles; power relations and strategies; skills and styles in communication; potential changes and realisations.

#### **ANI2115E Group Development Dynamics**

This course introduces learners to group development and dynamics and to illustrate group work practice methods, which stem from cultural perspectives. Tribal groups, medicine societies, clans were historically smaller so that people could better manage and govern their practices. Life survival, ceremonies, feasts and socials all took place in a group context. Any kind of transitory ritual or ceremony was often conducted with groups of people as organizers, facilitators, participants, and witnesses. Organizing for such events required co-ordination and organisation of roles and responsibilities. Learners will be exposed to group process and practice literature from both a western-Euro perspective and a First Nation's perspective. We will explore identifiable group structures and processes that social workers can make use of in work, and group empowerment. Group Dynamics will examine social work theory around basic group structure, process and purpose. We will focus on the practice of working with First Nations groups using the Circle and a Medicine Wheel structure. The course methods are both experiential learning and practical theory based learning.

#### **COM1102E Oral Communication**

Becoming familiar with theoretical concepts related to preparation, performance and evaluation of oral exposés. Recognizing difficulties inherent to oral communication. Consolidating and developing skills necessary to speak in all circumstances in order to expose theses, elude obstacles, sell one's personality with elegance, persuade, convince, etc. Definition of oral communication. The oral communication process. Content and relation. Functions of interpersonal communication. Types of oral communications (with exchanges: dialogue, interview, group meeting, discussion, exposé-participation; without exchanges: oral exposé, monologue, stand-up comic, etc.). Preparation for oral exposé: choosing subjects,

analyzing respondents, looking for documentation, developing theses and antitheses, structuring oral presentations (plan, material support, etc).

### **PSY1021E Managing Stress**

The course is designed to examine some of the factors associated with stress in the healing professions such as social work service delivery. The course will be made relevant to social workers working in Aboriginal communities through implementation of strategies specifically designed to address cultural issues in these communities. The design is to familiarise the student with ideas specific to the area of stress related problems. Students will be permitted to do some inner work in order to help them prevent being overcome with stress and burnout in the future. The course will facilitate learning of community interventions that are needed in order to address the issue of stress in a more systemic manner through theory, techniques, didactic instruction, discussion, experiential learning and readings.

### **PSY1233E Growth and Human Development**

This course will acquire an understanding of human development within interactive levels: biological, psychological, social and spiritual. The student will see the interrelationships among the different stages of the life span through the western perspective as heredity, social and cultural influences that take place in each stage of development. The major changes that occur through the life span will be identified and common and individual differences that affect human development will be discussed. The student will explore each stage of life as unique challenges in each area of development (biological, psychological, social and spiritual) from conception through old age. A variety of theoretical perspectives will be introduced.

### **SCH2312E Cultures and Institutions**

Being capable to describe the intercultural dimension of contemporary occidental societies. Mastering notions necessary to understand the intercultural dimension of key institutions of modern society. Key institutions of modern society: State, work, social stratification, family, health and education. The cultural diversity of multi-language (including French and English speaking) and multicultural (including aboriginal) national States. International and national migratory movements. Regional, national and international intercultural dynamics. Relations between majority and minorities and intergroup relations. Social inclusion (assimilation, integration, adaptation, acculturation) and social exclusion (ethnocentrism, discrimination, marginalization). Culturally-appropriate practice models, including intercultural approach.

### **TSO1102E Social Research I**

This course will provide the learner with the opportunity to begin to apply their research skills. The course will examine a specific issue in order to develop a framework for carrying out a research study. It will also provide an introduction to research including the following: The research process, ethical issues in research, design and methods in research. The major focus will be participatory models of research and will introduce First Nation Research methodology. Other design models and methods will be covered in social research II.

### **TSO1106E Psychosocial dimensions of the family**

Offers an analytical perspective of the family, its background and its projections for the future in order to permit the student to recognize from his/her own life experience and pertinent knowledge. This course will provide an analysis of the structural elements of the family: the possibilities and limitations of the different family types, evolution, handing down of roles, traditional and nuclear family, divorce, social classes, single parent family, commune, kibbutz and tomorrow's family. The course will draw on examples of working with First Nation families whose children are in readaptation services/centres/group homes. An opportunity for learners to begin to develop a framework and methodology practice that is meaningful and relevant to First Nation families. Working with First Nation families will require adaptation of the materials, dialogue and development of culturally relevant practices within the classroom as you are exposed to a variety of approaches in working with families.

### **TSO1114E Utilization of Documentary Resources in Social Work**

Acquire research skills in the social sciences in general, and in the social work field specifically, learn to search library databases and the internet. Judge the quality of gathered information and of its pertinence in the process of documentary research. Acquire skills to summarize documentary information and integrate it into the literature review and into the body of an argument. The steps of documentary research. Libraries, virtual libraries and resource centres. Use of reference materials, thesauruses, indices, and abstracts as well as specialized bibliographies. Online databases and periodicals. Internet search engines. Analysis of the relevance and quality of information. Sifting through and summarizing documentation. The integration of documentary information in a literature review and into the body of an argument.

### **TSO1124E Short Term Crises Intervention (TSO2207E)**

This course provides an historical analysis of the nature of crisis within First Nation communities. Students examine planned short-term treatment and crisis intervention. Psychosocial problem resolution techniques are explored as well as the theoretical foundations of crisis state. Comprehension of short-term treatment, its nature, type, techniques and strategies and the effectiveness of treatment are integrated through lectures and experiential learning.

### **TSO1202E Introduction and Initiation to Social Work**

Become familiar with the goal, the nature and fundamentals of social work and situate oneself in relation to the plurality of social work and its sources. Identify and differentiate between social work intervention methods (individual, family, small groups and communities), and their primary methods. Identify the elements of professional social work practice and situate this practice in its social and cultural, as well as its historical, context. Situate oneself personally, in relation to social work. Social work in accordance with its goals, nature, fundamentals and fields of practice. The roles, required skills and competencies of social work. The diverse ideologies that influence practice. The contribution of sociological, psychological, and psychosociological theories and of social movements to social work. The primary models of analysis (functionalism, culturalism, constructivism, social conflict, ecological) and models of intervention (bio-psychosocial, systemic, structuralist feminist, problem resolution). Evolution of social work methodology since 1930. Intervention methodologies: opposing models, key concepts, phases, the intervention process, spheres of application. Steps common to various models and methods (personal, family, group and community) of intervention. Elements of ethics and conduct. Cultural context of social intervention.

### **TSO1203E Analysis of Social Issues (TSO4002E)**

This course analyses diverse social issues while permitting the student to distinguish cause and effect within principal theories and methods of analysis towards proposed solutions and social change. Critical analysis is encouraged in the various definitions, typology, history of social problems/issues, sociological, political and economic theories presented. Links are made to facilitate the awareness of the interconnectedness of the individual, the collective and society.

### **TSO1204E Social Intervention with Communities I**

This course explores the history and philosophy of community work, intervention with communities and the community planning and participation process. We will critically explore the strengths and challenges of a broad range of examples of community dynamics and community intervention in First Nation and mainstream community. We will analyze strengths and challenges of community dynamics and community intervention as is practiced in aboriginal communities now and we will examine mainstream community development and human resource development adapted for methods in culturally and regionally appropriate ways.

### **TSO1207E Social Intervention with Individuals I**

This course is to familiarize the student with the concepts and skills of helping as individual social intervention. Euro-western and First Nation perspectives of helping are examined within the domain of social work with emphasis towards those that are effective in First Nation communities. Upon completion of the course students will not only develop an understanding of the concepts of the helping relationship but also the process of the helping relationship.

### **TSO2201E Social Policies and Social Services**

This course is an introduction to social policies and social services. It is designed to explore various legislation and policy in relation to social and economic conditions in First Nation communities. In depth analysis of provincial, federal and First Nation policy with specific emphasis to First Nation communities such as the James Bay Agreement, and the Quebec Youth Protection Act and of course the Indian Act will be examined. The design will introduce the processes involved in the analysis and development of social policy through the examination and comparisons of policy/legislation. Students will be provided with conceptual tools and knowledge/theory for understanding the nature of First Nations and non-First Nation's historical/structural issues. These tools have been created to deconstruct ideologies, to reconstruct historical accounts, to explore explanations of oppression and to lead to a structural understanding of social conditions. Students will have the opportunity to add depth to their understanding of our own decolonization process and begin to deconstruct institutional "isms", with emphasis on colonialism, racism, classism and sexism.

### **TSO2204E Social Intervention with Communities II (TSO1204E)**

In this course we will integrate oral history of traditional methods, the intersecting impacts of colonization and the relocation process and future needs of the community

with respect to community intervention and community development in the health and social development field. This endeavor will include planning, assessment, citizen participation, training needs, and future trends in the northern context. We will interface community profiles, strategic planning skills, implementation and evaluation with Internet utilization skills. Technological advances can be used to enhance community intervention capacity in many ways, such as, in compiling usable bibliographies, program analysis, and evaluation on community development in the global context. More locally, we can develop an intercommunity web page on community development to keep community members informed as change occurs.

#### **TSO2207E Social Intervention with Individuals II (TSO1207E)**

The learner will be introduced to different social intervention strategies and tools relevant to social work with individuals and families. The course will present a variety of models using a knowledge continuum and critically analyze these approaches. Specific issues and concerns about the Native and Euro-western social work paradigm will be explored. The focus will be on assessments; contracting and particular skills utilised in the helping process.

#### **TSO3201E Organizations and the Practice of Social Work**

A First Nations-centred approach to understanding the human services organization and the context of professional practice, highlighting major aspects from program planning, service delivery, (evaluation) accountability, supervision and staff development is taken in this course. Organizational and professional expectations that may be conflictual in relation to roles, job descriptions, stress on the job, burn out and how the system needs can conflict with personal and collective needs will be studied and analyzed. Professional values, agency practices, legal and ethical issues will be explored. Throughout the course, we will highlight, share and discuss various processes of colonization and its effects on First Nation organizations by focusing upon personal and collective experiences and those of other communities.

#### **TSO3203E Practicum Preparation and Practicum I (TSO1202E)**

Complete the pedagogical preparation of the practicum plan. Become aware of the importance of exercising ethical judgment and develop the tools to do so. Develop knowledge, skills and attitudes required for social

intervention in a practice environment by experiencing individual, group and community methods of intervention. Develop the capacity for analysis and evaluation of a problem situation, as well as the capacity to implement the intervention process, whether in voluntary or non-voluntary contexts or in the context of oppression and discrimination of people or populations. Pedagogical preparation of the practicum plan, taking into consideration the different partners involved. Tools for the analysis of the elements of social work practice in Québec (target populations, issues, organizations, intervention models) by situating them in their socioeconomic, political and ideological contexts. Experimenting (under supervision) with the steps of the intervention process according to the specific model being used (individual, group or community). Development of the capability for self-criticism; self-analysis and self-evaluation of practice; knowledge of self as worker; learning and application of ethics and conduct rules.

#### **TSO3205E Practicum II: In Depth Social Intervention (TSO2205E or TSO3203E)**

Develop the autonomy and independence necessary for professional practice – where learning and practice of social intervention is consolidated. Mastery of the methods of the social intervention process. Capacity to refer to a theoretical base and models of social intervention. Consolidating the social intervention process at each of these steps. Knowledge of intervention models. Self-confidence and knowledge as the intervening party.

#### **TSO3206E Social Intervention with Families (TSO1106E)**

To develop analysis of experienced situations lived by different family types and enable the student to distinguish the principal theories and intervention methods recommended by social work practice. Acquisition of an intervention methodology as well as the abilities and attitudes proper to social intervention with families within First Nation communities will be the major focus. The course will examine mainstream paradigms, theories and practice skills of family intervention and assess their applicability and usefulness in the First Nation context. Finally, First Nation literature on paradigms and cultural methods will be explored to define and operationalise traditional methods of family support and preservation and apply them to the various ways that people live in their regions.

### **TSO3207E Social Intervention with Groups (ANI2115E)**

This course explores the history and philosophy of group work, group therapy and group development. This will permit demystification of group theory and practice. We will explore a broad range of examples of group utilization from different perspectives. Frequent laboratory style learning group skills will be utilized. As we learn in depth mainstream group theory and practice we will also use First Nations group theory and practice. The course while imbedded in history, philosophy and theory, will be systematically exploring group process in laboratory style. Doing is the co-objective. The content will apply mainstream and First Nation group research, theory and practice to group behavior as they manifest in First Nation communities today. Healing practices currently used in First Nation communities will be explored and practiced with perceived needs for group healing and therapy in communities.

### **TSO3209E Practicum Seminar**

Sharing and exchange amongst students of the field practice (practicum) experience - benefits and challenges, for the purpose of integrating theory and practice. Enables students' analysis of social work practice in the organizational, institutional and social context as well as within the perspective of societal development. Review of social intervention approaches in order to facilitate and systematically analyse the practicum experience. Analysis of the reports from the different interveners and their clientele. Situate the practicum experience within the principal models of intervention. Discussion and reflection on the problems encountered and the intervention strategies practiced. Reflection on the conditions within practice and the interjection of social work in the evolution of society.

### **TSO4001E Justice Systems, Social Justice and Social Change**

This course will provide the students with an understanding of the western as well as the Native views of justice and crime. It will identify the characteristics of each view and compare the western adversarial and punitive system to the traditional Native way of restoring health, balance and harmony within the community in order to restore social justice and facilitate social change. Western ideology and family law will be contrasted with Aboriginal ideology as they relate to child welfare and child protection. Canada's system of justice and Quebec's system of justice. Public law, criminal and civil law, private law (common-law and civil-law traditions), constitutional law, rights and freedoms, judicial structure and processes. Restorative applications transformative justice; restorative justice and

aboriginal traditions (Circle Sentencing); family group conferencing; forgiveness : personal morality and political morality; the nature and purpose of forgiveness; the possibility and promise of political forgiveness; justice, reconciliation, and political forgiveness; studies of other nations; theory of political forgiveness; victim-offender mediation and victim impact statements; accountability boards. Special issues: child maltreatment and family functioning; young offending and victimization; dating violence; spousal violence, aboriginal rights and treaty rights.

### **TSO4002E Historical Relationships: Gender, Age, Class and Colonization**

In this course the students will acquire basic knowledge about human relations in general and historical as well as cultural relationships between genders, ages and social classes and between the colonized and the colonizers. The students will learn to contextualize relationships and will develop a critical awareness of these relations. The students will reflect on social problems deriving from these types of relationships, for example, on the impact of living conditions on relationships and vice-versa and on the impact of historical events such as invasions and colonization on gender, age, class, ethnic and cultural relationships with some emphasis on understanding the "colonized" side of the equation. Basic knowledge of human relations and communication styles and analytical overview of their pitfalls. Explanations of basic sociological theories and their assessment of inter group relations. Comparisons of historical world views and experiences between genders, between different ages & 'life times', between social classes and between colonized and colonizers. Examination of different historical, spatial and circumstantial contexts as they relate to such relationships. Analysis of the impact of living conditions (class) and colonization on gender, age and ethnic/cultural relationships. An intersectional analysis of social problems deriving from inequalities between genders, ages, classes and ethnic groups through colonization. Examination of the capacity for resilience through problematic relationships and for improvement of such historical relationships.

### **TSO4003E Mental Health, Mental Illness and Social Work (PSY1233E)**

To provide the students with an overview and understanding of what constitutes mental health as well as the origins of mental illness and the different categories of mental illness. To provide basic knowledge about the impact of mental illness and the different approaches to intervention and treatment. The course provides an overview and understanding of the definition

of mental health and mental illness as a base for social work practice in related settings. The content includes basic knowledge of the different categories and origins of mental illness and their impact on individuals of different ages, their families and communities. It provides an understanding of current intervention and treatment approaches as well as cultural and ethical issues and future orientations. The major categories of the DSM-1V will be explored.





*...h is round. The  
...ves around in a  
...rds of the air,  
...ts are round. The  
...the moon, both are  
...ound and round  
...seasons go: spring,  
...fall and  
...he Crees, their  
...e round. Our wise  
...ew man's hearth,  
...m nature, becomes  
...wise elders knew  
...of respect for  
...oon led to lack of  
...humans*

## **For information**

### **First Peoples Services**

Val-d'Or Campus  
675, 1<sup>st</sup> Avenue

Val-d'Or (Quebec) J9P 1Y3

Tel.: 819 874-8728 ext. 6296

Toll free: 1 866 891-8728 ext. 6296

Fax: 819 825-5361

[spp-fps@uqat.ca](mailto:spp-fps@uqat.ca)

### **Aboriginal Liaison Officer**

Tel.: 819 874-8728 ext. 6510

Toll free: 1 866 891-8728 ext. 6510

**uqat.ca/en**

2015-06-30