

APPLIED ARTS DIVISION
School of Health, Education and Human Services
SW 352
Summer 2019



COURSE OUTLINE

**SW 352
CULTURAL CAMP**

**45 HOURS
6 CREDIT COURSE**

PREPARED BY: Dana Jennejohn
DATE: May 26, 2019

APPROVED BY: Undergraduate Studies, Faculty of Social Work
University of Regina, January 2019



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CULTURAL CAMP

INSTRUCTORS: Dana Jennejohn, MSW, RSW
and
Dough Knutson, MSW

OFFICE HOURS: By Appointment

HOST FIRST NATION: Champagne and Aishihik First Nations, Barb Hume

OFFICE LOCATION: A2011

COURSE LOCATION: Yukon College
and Klukshu
Village

E-MAIL: djennejohn@yukoncollege.yk.ca

TIMES & DATES: Pre-camp August
1st and 2nd 2019

TELEPHONE: 668-8746

Camp August 5th
to 11th 2019

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 Yukon 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 traditional 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 apply the learning and course objectives from SW 389.
2. 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.
3. 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.
4. 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.
5. 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. August 1 st and 2 nd 9am to 5pm. | Pre-Camp at Yukon College |
| 2. August 5 th | Travel to Klukshu Village. |
| 3. August 5 th to 11 th | Cultural Camp |
| 4. August 11 th | Close camp and travel to Whitehorse. |
| 5. August 14 th 9am to noon | Camp debrief at Yukon College . |
| 6. August 16 th | Course Experience 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 a failing grade.

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 instructors.
 - 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 four occasions during the camp.

The form contains 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:

- August 5th
- August 7th
- August 9th
- August 11th

3. Course Experience Paper

Overview:

A paper (11 pages MAXIMUM, including title page and references) 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
 - 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 (7 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 but are recommended for this paper. **APA format is required for the paper and for any references used in this assignment.**

Due: AUGUST 16th NO LATER THAN 4:30 PM SUBMITTED VIA EMAIL to djennejohn@yukoncollege.yk.ca

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.

YUKON COLLEGE ACADEMIC AND STUDENT CONDUCT

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.

PLAGIARISM

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.

UNIVERSITY OF REGINA ACADEMIC INTEGRITY AND STUDENT CONDUCT

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.

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): lac@yukoncollege.yk.ca.

REFERENCES

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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.**

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PAPER EVALUATION RUBRICS

Marking Guide for Presentation of Ideas and Content of Paper

	Exceptional Pass 90-99	Very Good Pass 80-89	Satisfactory Pass 70-79	Unsatisfactory Fail 0-69
Organization & Development of Ideas	<ul style="list-style-type: none"> Clear, strong introduction present Introduced concepts developed thoroughly throughout Consistent and effective use of headings Logical connections between or within ideas presented Elaboration of key points and conclusions Adherence to assignment word count and used effectively to develop ideas thoroughly Sound concluding comments including critical thoughts/ideas 	<ul style="list-style-type: none"> Introduction present but lacking some clarity or engagement to the concepts being presented Introduced concepts developed throughout Consistent and effective use of headings though could be improved Logical connection between or within ideas sometimes unclear Good explanation of key points and conclusions Adherence to assignment word count and used to develop ideas Concluding comments could be stronger 	<ul style="list-style-type: none"> Organization of discussion identified in introduction but not well-developed or poorly presented Introduced concepts were inconsistently developed; some developed and others were left out At times, headings were ineffectively used or inconsistently presented Logical connections between or within ideas presented often unclear Discussion lacks depth Inconsistent examination of concepts; some areas examined in depth, other aspects receive superficial examination Adherence to assignment word count though quality of developed ideas was impacted to a small degree, due to ineffective use of word count allotment Concluding comments lack depth or critical thought; or some concluding comments do not relate (or are new) to the concepts discussed 	<ul style="list-style-type: none"> Absence of an introductory paragraph or introduction does not provide direction for the paper Absence of, confusing, or incorrect use of headings Confusing presentation of ideas Key points poorly developed or at least one major assignment question not addressed Unmet assignment word count; or word count is over the guidelines provided Absence of, or weak concluding comments; or concluding comments do not relate to the concepts discussed
Reflective Critical Analysis	<ul style="list-style-type: none"> Demonstrates high level of analysis & synthesis of concepts presented Thoughtful and critical reflection of course learning experiences Insightfully & consistently reflects on ideas, values, experiences & feelings and relationship to learning experience Strong examination of course learning as it personally & professional relates to them with a critical and realistic view to future practice Consistent use of relevant illustrative examples to elaborate on key points 	<ul style="list-style-type: none"> Demonstrates levels of analysis, from description to synthesis of concepts presented Consistent reflection of course learning experiences though could be stronger Consistent reflection of ideas, values, experience, and feelings related to learning experience; reflection would be strengthened with more insight to the experience Very good examination of learning experiences as it personally and professional relates to them with a view to future social work practice Adequate but inconsistent use of illustrative examples to elaborate on key points 	<ul style="list-style-type: none"> Inconsistent analytical reflection about learning experiences Discussion lacks depth; primarily a discussion of thoughts and ideas with minimal inquiry to other aspects of the learning experience Inconsistent examination of personal and professional meaning; some areas examined in depth, other aspects receive superficial examination Inconsistent links made to learning & professional growth and future practice as a social worker Inconsistent use of illustrative examples for key points 	<ul style="list-style-type: none"> Superficial discussion and analysis of learning experiences as it personally relates to them Summary of the learning activities predominates Weak links made or no evidence provided between learning experiences and development as a professional social worker Minimal, poor, or no use of illustrative examples
Expression of Ideas and Formatting	<ul style="list-style-type: none"> No grammatical or spelling errors Effective and consistent use of paragraphing Succinct, clear, and logical development of ideas, arguments, and conclusions Unbiased and professional language consistently used Correct use of APA style Professional appearance; attention to detail 	<ul style="list-style-type: none"> Minor grammatical and sentence structure errors present For the most part, good paragraphing used throughout Generally clear, logical expression of ideas For the most part, unbiased and professional language used Few errors in APA style Professional appearance; requires some extra attention to detail so as to improve the overall appearance of work 	<ul style="list-style-type: none"> Some grammatical and sentence structure errors Some paragraphing errors Inconsistent clarity; logical flow or ideas difficult to follow at times At times, biased or unprofessional language used Unnecessary wordiness Several errors in APA style Fairly professional appearance; attention to detail would improve the overall appearance of work significantly 	<ul style="list-style-type: none"> Many grammatical errors including colloquial expressions, incomplete sentence structure, poor usage of terms, spelling and paragraphing errors Expression of ideas frequently unclear or confusing Unprofessional language used more consistently than not Biased language used that reads as oppressive to the subject area being discussed Multiple errors in APA style Sloppy or unprofessional appearance

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Rubric for Self-Evaluation					
Mark	Communication Skills and Conflict Resolution	Activity Participation & Openness to Learning	Group Dynamics & Community-building	Attitude and Behaviour Congruent with Social Work Values	Leadership
9 to 10	<p>Consistently excelled in verbal and nonverbal communication skills.</p> <p>Facial expressions and body language demonstrate interest in others. Active listening used.</p> <p>Identifies conflicts and successfully resolves them using conflict resolution skills.</p>	<p>Consistently, spontaneously, and thoughtfully participates in class discussion, camp activities and chores, camp preparation, and departure duties.</p> <p>Significantly contributed to camp activities within scope of their abilities.</p>	<p>Consistently demonstrates enthusiasm, curiosity, interest, openness, and respect for the ideas and perspectives of others.</p> <p>Actively facilitates and fosters the participation of all group members; consistently focused on group activity and tolerant of the ideas of others.</p> <p>Identifies where help is needed and provides help to others at own initiative.</p>	<p>Respect and a willingness to participate throughout camp were exemplary.</p> <p>Excellent level of self-awareness regarding the attitude and ways in which it may impact the group.</p> <p>Utilizes social work values in day to day interactions and camp participation</p> <p>Actively sought appropriate support if required.</p>	<p>Demonstrates consistent and strong leadership skills as well as leadership initiative across all of the following: camp duties, community building efforts, and managing group dynamics</p>
7 to 8	<p>Good demonstration of verbal and nonverbal communications skills</p> <p>Awareness of potential conflict and attempt to resolve them using conflict resolution skills.</p>	<p>Good contributes to class discussions, camp activities, chores, set-up, and take-down within the scope of their activities.</p> <p>Good level of curiosity demonstrated by asking some questions, listening attentively.</p>	<p>Demonstrates enthusiasm, encourages peers to participate, and demonstrates tolerance of differing perspectives.</p> <p>Good level of effort made to build relationship with all members at camp. Efforts made to build relationship with hosts.</p>	<p>Student demonstrated a positive attitude and was evident in their nonverbal and verbal communication, respect towards people at camp, and their willingness to participate in camp activities and group living as a whole.</p> <p>Very good insight into the ways in which their attitude impacted the group climate.</p> <p>Good integration of social work values in day to day interactions and camp participation.</p> <p>Made efforts to seek appropriate support if required.</p>	<p>Efforts made to provide good leadership and initiative in a majority of camp duties, community building efforts, and managing group dynamics; at times, less well-received, effective, or fit within group dynamics</p>
5 to 6	<p>Reasonable verbal and nonverbal communication skills; inconsistently practiced at times but not to detriment of group or individual members</p> <p>Inconsistently tries to address conflict or use conflict resolution skills.</p>	<p>Occasionally contributes to class discussion, camp activities, chores, set-up, and/or take-down.</p> <p>Inconsistently ask questions, expressions of curiosity.</p>	<p>Listens actively to contributions of group members and adds moderate contributions to group discussion or activity.</p> <p>Some efforts made to build relationship with hosts. Mostly engages with classmates.</p> <p>Provides help when asked to do so.</p>	<p>Student more often than not demonstrated a positive attitude. A few times the verbal and nonverbal communication may have interfered with camp activities or group functioning.</p> <p>Fairly good awareness and insight into ways in which their attitude may have impacted group climate.</p> <p>Some efforts to integrate social work values in to daily interactions and camp participation.</p> <p>Made some efforts, or inconsistent efforts made, to seek support if required.</p>	<p>Some leadership inconsistently demonstrated in either camp duties, community building efforts, and management of group dynamics but for the most part, will participate as opposed to facilitate same.</p>
2 to 4	<p>Verbal and/or nonverbal communication skills which at times, negatively impacted the group as a whole or individual members.</p> <p>Limited recognition of conflicts or efforts to resolve them. Minimal use of conflict resolution skills.</p>	<p>Participates when asked to.</p> <p>Minimal engagement in class and/or contributions to camp set-up and take-down.</p>	<p>Frequently interrupts other group members.</p> <p>Some evidence of negative impact on group dynamics and effectiveness</p> <p>Distracts from and adds little to group discussion or community building process.</p>	<p>At times, student attitude interfered with or negatively impacted camp activities and/or group functioning.</p> <p>Limited insight into their impact on group climate</p> <p>Minimal efforts or inappropriate efforts made to seek support.</p> <p>Minimal social work values demonstrated by student.</p>	<p>Minimal leadership or inappropriate leadership demonstrated in camp duties, community building efforts, or management of group dynamics</p> <p>Described more as an active participant in all course components, rather than leader.</p>
0 to 1	<p>Consistent demonstration of poor verbal and nonverbal communication skills.</p> <p>Lack of use of conflict resolution skills – avoiding conflict or contributing to conflict at camp.</p>	<p>Demonstrates a consistent lack of engagement in camp preparation and activities.</p> <p>Limited openness to new experiences and ideas.</p>	<p>Negative impact on or consistently distracting to other group members, the community building process, and group dynamics.</p>	<p>Student attitude significantly interfered with and negatively impacted camp activities and/or group functioning.</p> <p>Poor to no insight and self-awareness to the ways in which their attitude impacted group climate</p> <p>No efforts were made to seek support.</p> <p>Lack of social work values demonstrated.</p>	<p>Participant only, with no efforts at taking the lead role in course components.</p>

APPLIED ARTS DIVISION
School of Health, Education and Human Services
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