



**Indigenous Social Services Community Worker Diploma
New Brunswick Indigenous Career College**

75 Melissa Street Unit 1
Richibucto Road NB E3A 6V9



New Brunswick Indigenous Career College

75 Melissa St., Unit 1, Richibucto Road, NB E3A 6V9
 Ph: (506) 458-9444 Fax: (506) 458-2850 Email: lobby@nbicc.ca

*"Your Training – Your Future,
 Soar to New Heights"*

HISTORY OF NEW BRUNSWICK INDIGENOUS CAREER COLLEGE

The Union of New Brunswick Indians Board of Directors approved the establishment of the Training Institute in 1994. The purpose is to provide post-secondary and other educational opportunities for First Nations communities. In May 2009, NBICC became a non-profit organization. The Training Institute operates with a committee consisting of a Board of Directors, the Principal, and also a Chief Financial Officer.

All programs and workshops are open to all including any non-First Nation people. All curriculum is designed to ensure the students can have the option to work on or off-reserve. Professional Development Workshops are also offered on a regular basis. These workshops, as with all programs, are open to anyone who wishes to take them. Currently, we offer the following programs:

- Addictions Services with Mental Health Specialty Counsellor Diploma
- Early Childhood Education Diploma
- Personal Support Worker Diploma
- Human Services Counsellor Diploma
- Hospitality & Tourism Management Diploma
- Indigenous Social Service Community Worker Diploma

New Brunswick Indigenous Career College is registered with Canada and New Brunswick Student Loans, along with the Department of Indian Affairs for funding purposes. We are also registered under the New Brunswick Association of Career Colleges and also a member of the National Association of Career Colleges.



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Starla McDougall

Principal and Director, New Brunswick Indigenous Career College (NBICC)

Educator | Program Developer | Community Leader

Starla McDougall is the Principal and Director of the New Brunswick Indigenous Career College, bringing over 25 years of dedicated service to First Nations education and community development. Her career reflects a lifelong commitment to empowering Indigenous learners and integrating culturally relevant practices across all levels of education and training. Holding diplomas in Human Service Counselling and Early Childhood Education from NBICC, Starla has also completed extensive professional training in Fetal Alcohol Spectrum Disorder (FASD), autism, and working with high-risk youth. Her professional path includes leadership in child and family services, mentorship, and program design rooted in Indigenous worldviews and values.

At NBICC, Starla oversees academic programming, partnerships, and student success initiatives across multiple disciplines, including Early Childhood Education, Human Services, Personal Support Work, and Social Services. She has been instrumental in developing pathways for students through partnerships with universities, industry leaders, and community organizations. Starla's leadership style emphasizes cultural pride, inclusivity, and holistic wellness. Her dedication to land-based learning and intergenerational knowledge-sharing continues to shape NBICC's mission of building strong, self-determined Indigenous communities through education.



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Karen Hardy

Educator and Mental Wellness Specialist

B.A., Dip. Comm. Corr., Addiction Careworker (McMaster)

Karen Hardy is an experienced educator and community wellness professional with over 20 years of service in education, counseling, and restorative justice. She holds a Bachelor of Arts (Honours) in Criminology and Sociology from St. Thomas University, a Diploma in Community Corrections from St. Stephen University, and has completed the Addiction Careworker Diploma program through McMaster University.

Karen's career includes roles as Community Chaplain for Female Offenders, NNADAP Worker with Oromocto First Nation, and Executive Director of the Sarah Tracy Treatment Centre for Women. She currently serves as an Educational Assistant with the Anglophone Southwest District, supporting student growth, inclusion, and mental health. Her specialized training includes Critical Incident Stress Management (CISM), ASIST Suicide Intervention, Mental Health First Aid, Autism Awareness, and Addiction and Trauma Support.

Karen has also contributed extensively through volunteer leadership, serving on the Coverdale Centre for Women Board, the Maliseet Nations Mental Wellness Team, and the NB First Nations Suicide Prevention Task Force. Her work reflects a lifelong commitment to compassion, healing, and the empowerment of individuals through education and community connection.



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Samantha Ratti

Instructor, New Brunswick Indigenous Career College (NBICC)

Early Learning Specialist | Educator | Mentor

Samantha Ratti is a valued instructor at the New Brunswick Indigenous Career College, known for her compassion, leadership, and deep understanding of early learning and human services education. She is a graduate of NBICC's Early Childhood Education and Human Service Counsellor diploma programs and brings firsthand classroom experience as a former early childhood educator within the province.

Samantha's teaching philosophy centers on kindness, relationship-building, and respect for each learner's unique path. She fosters inclusive, hands-on learning environments that prepare students for real-world careers in education and care work. Her approach encourages emotional intelligence, empathy, and cultural awareness—key qualities in today's educators and support workers. Beyond her teaching role, Samantha contributes to curriculum enhancement and student mentorship, helping guide learners through their practicum experiences and personal growth. Her commitment to student success and culturally grounded education makes her a respected and inspiring member of the NBICC faculty.



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Todd McDougall

Instructor, New Brunswick Indigenous Career College (NBICC)

Health and Safety Specialist | Firefighter | Certified Personal Trainer

Todd McDougall is an accomplished instructor at the New Brunswick Indigenous Career College whose multidisciplinary expertise bridges healthcare, fitness, and emergency response. A FitPro Certified Personal Trainer, firefighter with the Oromocto Fire Department, and former medical sales representative, Todd brings a wealth of practical experience to NBICC's Personal Support Worker program. His background in health, safety, and crisis management allows him to teach students not only technical care skills but also the confidence and professionalism needed to respond effectively in emergency and healthcare settings. Todd's years in medical equipment sales provided him with in-depth knowledge of modern healthcare tools and technologies—expertise he now passes on to his students through practical demonstrations and safety instruction.

In addition to his instructional role, Todd's 25 years as a business owner in the automotive technology sector strengthened his leadership, organization, and problem-solving skills. He emphasizes resilience, teamwork, and accountability in the classroom, ensuring students graduate ready for both professional and personal success. Todd's commitment to education and community well-being reflects NBICC's core mission of preparing skilled, compassionate, and confident graduates to serve across diverse healthcare and community settings.

Program Overview: Indigenous Social Services Community Worker

The Indigenous Social Services Community Worker program is designed to provide comprehensive training and skills development for individuals aspiring to make a meaningful impact in Indigenous communities. This program equips students with a deep understanding of Indigenous cultures, histories, and social challenges, preparing them to effectively serve and support Indigenous individuals and families.

Program Highlights

1. **Cultural Competency:** Participants will engage in immersive cultural education, gaining insights into diverse Indigenous worldviews, traditions, and practices. This foundation fosters respectful and sensitive interactions within Indigenous communities.
2. **Social Services Fundamentals:** Students will learn core concepts in social work, including assessment, intervention, case management, and advocacy. Special attention will be given to adapting these principles to address the unique needs of Indigenous populations.
3. **Community Engagement:** The program emphasizes the importance of community collaboration and engagement. Participants will develop skills to build trust, establish connections, and work collectively with Indigenous communities to develop culturally relevant solutions.
4. **Trauma-Informed Care:** Recognizing the historical and intergenerational trauma experienced by many Indigenous individuals, students will be trained in trauma-informed approaches to ensure compassionate and effective service delivery.
5. **Counseling and Support Techniques:** Participants will acquire essential counseling skills to provide emotional and psychological support to individuals and families, addressing issues such as addiction, mental health, and family dynamics.

6. **Advocacy and Empowerment:** Students will learn to advocate for social justice and equity, empowering Indigenous individuals to access resources, services, and opportunities that enhance their well-being.
7. **Policy and Legislation:** An understanding of Indigenous-specific policies, legislation, and rights will be developed, enabling participants to navigate the legal landscape and advocate for policy changes when necessary.
8. **Field Placement:** Practical experience is a cornerstone of the program. Students will undertake supervised field placements within Indigenous communities or organizations, applying their skills in real-world settings.
9. **Professional Ethics:** The program instills a strong sense of ethical practice, emphasizing integrity, confidentiality, and respect for Indigenous cultural protocols.
10. **Career Pathways:** Graduates will be well-prepared for roles as Indigenous Social Services Community Workers, Community Support Workers, Cultural Liaisons, or positions within Indigenous-focused organizations, government agencies, and non-profits.

The Indigenous Social Services Community Worker program aims to create culturally sensitive and informed professionals who can make a positive impact on the well-being and resilience of Indigenous communities. Through a combination of theoretical knowledge, practical experience, and cultural understanding, graduates will contribute to creating positive change and fostering stronger, healthier Indigenous communities.

Reporting to Funding Agent

Marks and information will be released to the student's funding agent only if the student signs a release of marks/information form. Funding agents have asked for marks to be sent to them at the end of every course. Some also ask for attendance reports to be sent on a weekly basis. Disclosure to I.R.C.C. (Immigration Refugee Citizen Canada) on a quarterly basis.

Winter & March Break

Winter & March Breaks for all students will coincide with the public school (Anglophone West); the Principal notifies students otherwise.

Storm Closures

Classes may be cancelled due to weather. School is closed if Anglophone West (Zone 6) is closed. Please check the website: www.nbed.nb.ca

Program Length/Day

The number of days in each program is determined by the curriculum. A calendar is designed and attached for the program you are registered in. The length of day for each program will be determined by the Principal. All full-time programs run Monday to Thursday from 9:30 AM to 3:30 PM. You are expected to arrive 15 minutes early prior to class starting so you are ready to start class when class begins.

Library Service

New Brunswick Indigenous Career College has a library that is accessible to all students in all programs. Students are also encouraged to make use of the UNB's Harriet Irving Library, as well as the York Public Library downtown. Extra-mural cards are available at UNB for a cost.

Environment Safety

There are students and staff at NBICC with a variety of allergies to food and scents. Please DO NOT use any scented products. Please ASK before bringing food into the building to ensure that no one has bad allergies to food. This is a good practice to get into regardless of where you are.

Lost & Stolen Items

NB Indigenous Career College is not responsible for lost or stolen items. Please keep any valuables on you or in your car.

Confidentiality

- Students are required to sign a confidentiality agreement.
- Students will not disclose information to any unauthorized person.
- Confidentiality is to be maintained at all times.
- Failure to keep information confidential will result in the student being placed on probation or will be asked to withdraw from the program.

Attendance

- All students are expected to show up for classes 15 minutes early.
- Attendance during guest speakers and field trips are required.
- Statistics have proven that those with higher percentage attendance tend to have higher course marks.
- It is extremely important to attend class as this is where discussion and clarification takes place. This will help you to understand the material of the course.
- All students must attend classes alcohol and drug-free.

Attendance Marks

Attendance/Percent earned for final mark

100% = 10%

97-99% = 9%

91-93% = 8%

88-90% = 7%

85-87% = 6%

82-84% = 5%

79-81% = 4%

76-78% = 3%

75% = 1%

Anything less than 75% will result in 0%

Please note passing grade for all courses is 60%.

Progressive Guidance Policy

A 4-step policy will be followed, with an exception of a situation which may require an entry into an advanced step. All discussions will be noted on the student's file or on audio file.

1. The student will be counseled by the Instructor that a behavior and/or action needs modification. Together with the Instructor, the student will be told what is acceptable and what is not.
2. The student will be counseled if the unacceptable behavior or action persists and then the student will be notified that it will be recorded. This intervention will be done with another NBICC staff person present.
3. The failure of the above two steps to bring about a change in the unacceptable behavior or action will result in the student being given a written warning that the student has been placed on probation. The student will be counseled and notified that this has been recorded and put on their file. This intervention will be done with another NBICC staff present.
4. The failure of the above steps bringing about change in behavior or actions will result in the student being asked to withdraw from their program. This will take place with another NBICC staff member present.

Use of Alcohol or Drugs

All students are required to attend class alcohol and drug-free. Students who arrive under the influence of either substance or smelling will be immediately asked to leave for the day and upon returning to class the next day, the student and their Instructors will have to meet with the Principal and it will be documented and put in the student's file.

Computer Usage & Guidelines

- Food or beverages are permitted on the large group tables where there are no computers. Students will be given one warning and then the computer privileges will be suspended. Repeating incidents will result in permanent loss of computer privileges.
- Please remember that this is not for your exclusive use. Other classes use the space too.
- The classroom has to be left at the end of the day in the shape that you found it or better. This means all garbage is to be put in the garbage and taken out at the end of the week, and all books and notes put away.
- No computer belongs to any particular student--you may be asked to change computers from time to time.
- Material may be stored on a USB stick with these computers. You may also send documents to your email and retrieve it from this computer.
- Please do not personalize the computer with pictures or screensavers.
- Students are not allowed to print offensive material, for example, jokes or pictures.
- The use of the Internet is closely monitored and if the privilege is being abused, the student will lose their college computer privileges.
- You are responsible for the computer you use. Bring any problem to your Instructor's or Principal's attention immediately.

Academic Standing

A student may fail up to four courses over the time they are enrolled in the program. Keep in mind that there are certain courses you cannot fail in order to obtain your diploma.

A student shall be notified by their instructor if they have failed a course. Should a student fail their third course, they shall be placed on academic probation and at this time the student's funding agent will also be notified. Any other subsequent failure and the student will be required to withdraw from the course.

Test

A test may be administered at the end of each course module.

Test Reviews

A rewrite may be permitted for a student that did a final test and did not receive a passing grade of 60%. Please note that the rewrites are scheduled by the Instructor. If the student does not attend when the rewrite is scheduled, no further opportunities will be given and the student will remain with the original mark.

Final Course Marks

A student's final mark will be based on the following mark system, otherwise determined by the Instructor:

Test	40%
Assignments	50%
<u>Attendance</u>	<u>10%</u>
 Total	 100%

Students will receive a breakdown of each course marks within five days of course completion.

Please note the passing grade for each course is 60%.

Practicum

Students in the beginning of their program will be advised on the importance of their practicum during their course. Practicums are required of all students enrolled in the program to graduate. Students must pass all practicums in order to be eligible to graduate. Any practicum that a student may have failed may be redone which may mean the student will not graduate with her classmates.

Practicum Placements

- Only facilities that have completed their orientation process may host a student for the practicum.
- All hours for any practicum need to be approved by instructors in conjunction with the principal before the beginning of the practicum.
- The instructors will provide any new facilities with an orientation.
- Each practicum must be completed before the next practicum can begin.
- All practicums for the first year must be completed before the next year begins.
- Practicum orientation for the students will be held four weeks before their first day of practicum and the hours will be counted towards a total of practicum hours.
- Practicum debriefing will be held on the first day back from the practicum and will also count toward the total of practicum hours.
- Once a practicum site is chosen and practicum has begun, the student will remain at the site until the practicum is completed, unless otherwise directed by the Instructor in consultation with the Principal.

Reporting Suspected Elder or Child Abuse

In keeping with elder abuse and child abuse protocols, any student doing a practicum placement and suspecting abuse will report it to the Department of Social Development Child/Adult Protection (1-866-444-8838 or 1-866-444-8868), as they are required by law to report any form of abuse and as well, to report it to any police agency that is located in the area (RCMP, City Police, or Band Police). Also, if any students have concerns about whether something is abuse, then they should contact the practicum supervisor and/or the Principal immediately.

Practicum Evaluation

Students must pass all practicums to be eligible to graduate. Students will be evaluated by the instructor and by the cooperating facility staff. There are separate evaluations for each practicum program.

Criteria for passing the Practicums:

1. Required hours are complete, documented, and signed by the facility staff.
2. Practicum assignments are successfully completed and passed in at the end of each practicum.
3. Students must complete orientation before end of debriefing session after each practicum is completed to meet all requirements.
4. The recommendation of the instructor for a pass or fail will be based on evaluations of the students.
5. Students must complete practicum within the determined dates and times set out by the New Brunswick Indigenous Career College.
6. If these requirements are not met, then the student will be required to redo the practicum which may mean that they will graduate with the next graduating class.

Dress Code

All students are expected to dress in appropriate clothing. Students will not wear clothing during class hours that is not appropriate to wear in their field of work including the following:

- Clothing that is torn
- Clothing that is dirty
- Clothing that is advertising drugs or alcohol
- Clothing that has sayings which may be offensive to anyone
- Clothing that reveals body parts which normally cover body parts
- Clothing that is worn in leisure (cropped shorts/shirts)

The New Brunswick Indigenous Career College staff will ask any student who arrives wearing inappropriate clothing to go home and change and the time will be deducted for the time they are gone.

Language

We ask that you use appropriate language free of any swear words and vulgarities. Profanity and disrespect will not be tolerated.

Cheating

At the beginning of the year, the instructors will review the no cheating policy. Failure to comply with the requirements will result in the student being placed on probation. For any repeated offences, the student will be asked to withdraw from the program. See Steps 3 and 4 under the Progressive Guidance Policy.

Plagiarism

Plagiarism will be explained to the students at orientation. If the students are found to have plagiarized, Step 2 of the Progressive Guidance Policy will be applied. In the unlikely event that there be a second offence, then Step 3 of the Progressive Guidance Policy will be applied. If the student is being funded by an outside agency, they will be notified. Any subsequent offence will require that the student withdraw from New Brunswick Indigenous Career College.

Smoking

Students are to smoke only in designated areas determined by New Brunswick Indigenous Career College staff. If a student is a smoker, hands are to be washed and teeth are to be brushed before returning to the classroom after breaks—just as you were at your place of employment.

Personal Leave

Students may apply for personal leave by completing their request form. Personal leave may cover situations such as a death in the family, sickness, etc. Students may be required to take any modules they have missed or arrangements may be made for students to catch up on missed work.

Academic Term	One-half of the Academic Year
Personal Hours	Time allotted is 30 hours per year to a full-time student in the program they are enrolled in. This is to be used if the student has a doctor's appointment, etc.

Courses for Indigenous Social Services Community Worker Diploma

ISSCW – 101 – Relating to Self (30 hrs) Credit Units: 2

Students will enhance self-knowledge as well as gain better understanding of Mi'kmaq/Wolastoqey culture. Studies will include working with elders to explore oral traditions (including the spoken language), traditional and contemporary values and cultural preservation through Talking Circles, Medicine Wheel, etc. Students will develop skills for establishing and maintaining effective relationships with others, particularly children in the early childhood setting.

ISSCW – 102 – Relating to others (30 hrs) Credit Units: 2

Students will study their own behaviours and personality styles in this course, as well as learn how to alter one's conduct to be productive with various personality patterns in a range of professional contexts. Students learn how to handle behavioural differences, improve cooperation, and boost team productivity. This course allows all students to learn from one another in a secure setting and allows them to apply their new shared language in the workplace.

ISSCW – 103 – Inclusive Interpersonal Communication (30 hrs) Credit Units: 2

Inclusive Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their professional and personal relationships. We also expect students to clearly evaluate their own values, beliefs, and attitudes that influence their interpersonal communication.

ISSCW – 104 – Methods of Observing and Recording (60 hrs) Credit Units: 4

This course is designed to help students learning to become human services workers, education assistants, early childhood educators, and aboriginal education support workers enhance their skills in observing and recording human development and behaviour from birth through adulthood. A variety of observing and recording techniques will be explored in the course.

ISSCW – 105 – Professional Communication (30 hrs) Credit Units: 2

This course is designed to prepare students to use effective written communication, as a professional in the fields relating to the Indigenous Social Services Community Worker Certificate. This course focuses on specific types of writing used in the field of human services work, such as letters, assessments, marketing, using social media, and writing proposals. We

explore the challenges and benefits of using new technologies for communication and the changing culture of professional communication.

ISSCW – 106 – Counselling Skills (60 hrs) Credit Units: 4

This course introduces students to introductory interviewing and counselling skills that are needed for developing rapport, trust, and empathy in relationships with the clients they serve. Students develop skills in using invitational strategies, reflecting feelings and content, summarizing information, challenging perceptions, conducting assessments, and goal setting. Throughout the course there is an emphasis on self-reflection and self-evaluation.

ISSCW – 107 – Critical Comprehension and Writing (40 hrs) Credit Units: 3

You will develop basic skills in critical analysis and effective reading by analyzing and evaluating materials from various disciplines. You will also refine your understanding and practice of the structures of composition by writing a research paper on a topic of your choice using APA-style.

ISSCW – 108 – Indigenous, Trends and Issues in Social Services and Human Services (30 hrs) Credit Units: 2

This course is a critical introduction to the study of Canadian Social Welfare Policy and the structure of social services in Canada. The objectives and context of social welfare are presented and examined using different ideologies and discourses.

ISSCW – 109 - Health & Wellness (40 hrs) Credit Units: 3

This course is designed to provide students with a basic understanding of holistic health care needs of individuals in the community. Students are provided with the basic knowledge necessary to assist individuals who are unable to meet their health care needs independently. Students will also explore the concept of self-care and worker burnout. The content of this course is specific to developing the skills, knowledge, and values in the Indigenous Social Services Community Worker setting.

ISSCW – 110 – Counselling Skills II (60 hrs) Credit Units: 4

You will receive an orientation to the complete skilled helping process using the Egan Three-Stage Problem Management Approach and the Opportunity Development Approach to Helping. You will examine establishing rapport, foundational counselling skills, assessing client problems, the process of facilitating client self-exploration, assisting a client in developing new perspectives, and setting goals. You will learn how to challenge clients when they are stuck, the role of challenging denial in co-dependent and addicted clients, and the process of facilitating clients in designing their treatment plans.

You will conduct one-to-one counselling sessions using the Egan Three-Stage Problem Management Approach and Opportunity Development Approach to Helping. You will practice foundational counselling skills, assist clients (both chemically dependent and their family members) with identifying, exploring, and clarifying problem situations. You will also assist clients in setting recovery goals and creating and implementing treatment plans. You will learn how to challenge denial, establish rapport, close helping sessions, and adhere to the addictions worker code of ethics

ISSCW – 111 – Group Counselling: Theory and Practices (60 hrs) Credit Units: 4

You will examine the principles of designing, facilitating, and evaluating personal growth groups. Addictions education and recovery groups will be emphasized. The areas that you will explore include the nature and purpose of group counselling, models, and stages of group growth and development, leadership/facilitator styles and skills, critical incidents, intervention techniques, and designing groups using the Developmental Model of Recovery. You will examine, design, present, and evaluate various addictions and personal growth group designs. The course will emphasize the developmental model of recovery and the trans-theoretical model of change.

ISSCW – 112 – Lifespan Development (60 hrs) Credit Units: 4

This course explores the development of humans from conception to death. It includes physical, cognitive, and psychosocial developmental domains. Students preparing to work in careers that involve other people need to clearly understand the complex, dynamic process of development throughout a person's lifespan. This knowledge can provide students with insight into their own development and the development of those they will encounter in their personal and professional lives. NOTE: This course is delivered in a hybrid format (45 hours face-to-face and 15 hours online) and in a fully online format.

ISSCW – 113 – Indigenous, History, and Culture Relating to Social Services (40 hrs) Credit Units: 3

This course explores the diverse and unique nature and dynamics of First Nations, Aboriginal, Metis and Inuit (referred to inclusively as Indigenous) families. Students learn directly from Indigenous families, their support networks and advocates, their strengths, as well as the challenges and struggles they continue to face through the imposed transition from traditional to contemporary family roles. From this, students will work towards fostering a better understanding of how they can assist in providing culturally appropriate family support, and promoting family wellness and safe environments for children.

ISSCW – 114 – Indigenous, Family Dynamics and Support (30 hrs) Credit Units: 2

This course provides early childhood educators and human services workers with an in-depth understanding of the diverse nature of families, the issues, and challenges that can be barriers to family health, and how to assist in building skills to work collaboratively to support families.

ISSCW – 115 – Introduction to Psychology (40 hrs) Credit Units: 3

This course provides the learner with a general overview of contemporary psychology. Students will explore biological factors needed to have a more complete understanding of behaviour. This course will cover general principles and theories that describe the function of perceptual, cognitive, and emotional processes.

ISSCW – 116 – Professional Practice and Ethics (30 hrs) Credit Units: 2

You will examine the purpose and ethical basis for being a skilled helper with particular emphasis in the addictions industry. You will be introduced to the Problem Management Approach to Helping. You will learn how to apply the codes of ethics and confidentiality in the human services industry, notably the addictions industry.

ISSCW – 117 – Research and Methods in Social Services (30 hrs) Credit Units: 2

Embark on a comprehensive exploration of research methodologies and their application in the realm of social services. This course offers a blend of theoretical insights and practical experience, guiding you through ethical considerations, data collection, analysis techniques, and critical interpretation of findings. Gain the skills to drive informed decision-making and catalyze transformative change in the field of social services, enabling you to contribute meaningfully to the well-being of individuals and communities.

ISSCW – 118 – Orientation to Indigenous, Social and Human Services (30 hrs) Credit Units: 2

This course provides a foundational understanding of the interplay between Indigenous communities and the broader social and human services landscape. Explore the historical, cultural, and socio-political contexts that shape Indigenous experiences, while gaining insights into the practices and principles of effective service delivery. This course equips you with the knowledge and sensitivity needed to navigate the complexities of Indigenous social dynamics and contribute ethically to the well-being of these communities. Through engaging discussions and critical analysis, you'll develop a holistic perspective on Indigenous-related service provision and its role in promoting social equity and justice.

ISSCW – 119 – Field Placement Indigenous Social Services Community Worker (80 hrs) Credit Units: 6

This course is an immersive and practical course designed to bridge classroom learning with real-world experience. Guided by the principles of cultural competency and respect, you will engage directly with Indigenous communities to apply theoretical knowledge to authentic situations. Through hands-on activities, reflective exercises, and mentorship, you will develop the skills essential for effective community work within Indigenous contexts. This placement will deepen your understanding of the unique challenges and strengths of these communities, while fostering your ability to collaboratively design and implement culturally sensitive interventions. By the end of this course, you will be better prepared to contribute meaningfully to the enhancement of Indigenous well-being and empowerment.

ISSCW – 120 – Crisis, Intervention, and Trauma (40 hrs) Credit Units: 3

This course provides the student with an introduction to the theory and practical day-to-day procedures of crisis intervention. Students may be exposed to crisis topics common to a variety of helping profession disciplines, including counselling, educational, and social work.

ISSCW – 121 – Field Placement Indigenous Social Services Community Worker II (80 hrs) Credit Units: 6

Immerse yourself in real-world contexts, applying theoretical insights to empower and support Indigenous individuals and groups. Build culturally responsive skills, navigate challenges, and foster meaningful connections while contributing to the advancement of social well-being within Indigenous contexts.

ISSCW – 122 – Agency Administration and Fundraising Within Indigenous Communities (30 hrs) Credit Units: 2

This course delves into the unique challenges and opportunities of managing and sustaining organizations serving Indigenous populations. Uncover strategies for effective leadership, resource management, and ethical fundraising tailored to the cultural contexts and needs of these communities. Through case studies and practical insights, you'll develop the skills necessary to navigate administrative complexities, drive positive change, and ensure the long-term success of initiatives aimed at enhancing the well-being of Indigenous peoples.

ISSCW – 123 – Indigenous Social Services Community Worker Project Practicum (40 hrs) Credit Units: 3

Participate on a transformative journey with our Indigenous Social Services Community Worker Project Practicum. This hands on course empowers you to bridge classroom knowledge with practical experience, working directly within Indigenous communities. Navigate culturally nuanced situations, collaborate on impactful projects, and develop a profound understanding of Indigenous social dynamics. Guided by experienced mentors, you'll contribute to community well-being while honing essential skills in communication, advocacy, and ethical service delivery. This practicum lays the foundation for culturally competent and impactful community work, fostering connections and insights that will shape your future practice.

ISSCW – 124 – Case Management, and Advocacy Within an Indigenous Community (40 hrs) Credit Units: 3

Delve into the intricacies of Case Management and Advocacy within Indigenous communities in this course. Gain a profound understanding of culturally sensitive approaches to supporting individuals and families, while navigating the unique challenges they face. Explore the role of advocacy in promoting social justice and equity, and develop practical skills to facilitate positive change within Indigenous contexts. Through a blend of theoretical exploration and real-world application, you'll emerge equipped to navigate complex social issues and contribute meaningfully to the well-being and empowerment of Indigenous communities.

ISSCW – 125 – Indigenous Community Development (30 hrs) Credit Units: 2

Immerse yourself in the intricacies of Indigenous Community Development, where cultural richness intersects with socio-economic progress. This course delves into the dynamics of Indigenous communities, exploring strategies for sustainable growth while respecting traditional values. Through case studies and collaborative projects, you'll analyze challenges, develop culturally sensitive solutions, and grasp the vital role of community engagement. From land stewardship to self-governance, you'll gain insights into empowering Indigenous populations and fostering holistic development that honors heritage and aspirations. This journey equips you to champion Indigenous community progress with wisdom and respect, promoting self-determination and resilient futures.

ISSCW – 126 – Field Placement, Indigenous Social Services Community Worker III (40 hrs) Credit Units: 3

Building upon foundational knowledge, this immersive experience propels you into the heart of Indigenous community dynamics. Collaborate closely with local leaders, applying culturally attuned strategies to address multifaceted challenges. Hone your advocacy skills, navigate complex situations, and cultivate meaningful relationships to drive positive change. Through

firsthand engagement, you'll refine your ability to empower individuals and foster community resilience. This placement offers a platform to deepen your understanding of Indigenous perspectives, contribute ethically, and champion sustainable well-being within Indigenous contexts.

ISSCW – 127 – Legislation in Social Services (40 hrs) Credit Units: 3

This course delves into the legal frameworks shaping social welfare, equipping you with a nuanced understanding of policies, regulations, and their practical implications. Through case studies and analysis, navigate the ethical and practical challenges at the intersection of law and social work. Explore key areas such as child protection, healthcare access, and social equity, enhancing your ability to advocate effectively and ensure just outcomes for vulnerable populations. Uncover the pivotal role of legislation in shaping social service delivery, empowering you to navigate complexities, drive informed decisions, and contribute to a more equitable society.

ISSCW – 128 – Special Topics and Indigenous Social Services (40 hrs) Credit Units: 3

This course delves into unique and vital aspects of social support within Indigenous communities. Through focused study, gain insights into culturally responsive approaches, historical considerations, and contemporary challenges. Investigate specialized areas like mental health, cultural preservation, and land stewardship, all while deepening your understanding of the complex dynamics at play. Engage with experts, analyze case studies, and develop critical perspectives that will empower you to address specialized needs and drive positive change in Indigenous social services.

ISSCW – 129 – Orientation to Community Service (30 hrs) Credit Units: 2

This course offers an essential foundation for understanding the principles, practices, and significance of community engagement. Explore diverse service models, ethical considerations, and effective communication strategies. Through real-world case studies and interactive learning, discover the transformative potential of community involvement in addressing societal challenges. Gain insights into collaboration, cultural sensitivity, and the dynamic role of service providers. This orientation equips you with the knowledge and skills to initiate meaningful change, fostering a deeper connection between individuals, organizations, and the communities they serve.

ISSCW – 130 – Principles and Behaviours of Intervention (40 hrs) Credit Units: 3

Dive into "Principles and Behaviors of Intervention," a course that delves into the core foundations of effective and ethical intervention strategies. Explore the principles that underpin successful interventions, analyzing behaviors that drive positive outcomes in diverse contexts.

Through case studies and practical insights, discover how to navigate complex situations, engage empathetically, and make informed decisions to facilitate meaningful change.

ISSCW – 131 – Workplace Safety (30 hrs) Credit Units: 2

This course designed to equip you with essential knowledge and practices for maintaining a secure and healthy work environment. Delve into risk assessment, hazard recognition, and proactive measures to ensure the well-being of yourself and those around you. Through interactive learning and real-world examples, discover the principles that contribute to a culture of safety in various professional settings.

ISSCW – 132 – Introduction to Sociology (30 hrs) Credit Units: 2

This course examines the intricate dynamics of human interaction, culture, and social structures. Explore key sociological concepts and theories that illuminate the complexities of our interconnected world. Through engaging discussions and thought-provoking analysis, gain a deeper understanding of how societies function, change, and shape individual and collective behaviors. This course lays the foundation for exploring the diverse and ever-evolving landscape of human relationships and societal influences.

ISSCW – 133 – Canadian Democracy into Relation to Indigenous People of Canada (40 hrs) Credit Units: 3

This course critically examines the historical, political, and social dimensions that shape Indigenous participation, rights, and representation within the democratic framework. Explore the challenges and opportunities for reconciliation, equity, and meaningful engagement, shedding light on the evolving dynamics between Indigenous communities and the broader Canadian democratic context.