



SASKATCHEWAN SOCIAL WORKER

Volume 26 Number 3

“Strengthening Individuals, Families & Communities”

November 2015 Edition

President’s Message



SASW is well into the busy renewal season as well as preparations, planning and budgeting for the new fiscal year starting in January.

The SASW Council is pleased to announce the appointment of Fay Schuster, MSW, RSW as Interim Registrar. Fay brings to the SASW extensive experience in social work practice, edu-

cation, management and regulation and by-law development. Fay will be acting as Interim Registrar while SASW recruits a permanent Registrar. We are looking forward to working with Fay as she settles into her new role to assist SASW during this transition period.

Fay will be taking over the Registrar duties from outgoing Executive Director/Registrar Alison MacDonald. We would like to thank Alison for her service to the SASW and wish her well in her future endeavors.

SASW is working to ensure this transition has little impact on membership services, and the operations of SASW will be “business as usual” during the busy renewal period leading up to December 1. We are making plans for the recruitment of a permanent Executive Director and Registrar. The posting will be distributed widely when we are ready to begin recruitment.

This autumn we also began reviewing and renewing the format of Advisory Board. A working committee, comprising Advisory Board and Council members, was struck in June in response to feedback from Advisory Board members. This committee’s task was to enhance Advisory Board meetings to ensure the time we spend together is meaningful and purposeful in driving forward strategies of the association.

I know many social workers continue to be interested in hearing about progress towards the proclamation of our By-Law for Authorized Practice Endorsement

(APE) related to diagnosis. There has been considerable work done on this initiative over the spring and summer, and we had hoped for proclamation to be possible by this stage. However, due to extensive consultation with allied professions and steps required by the provincial government there have been several changes to the draft by-law that had been adopted at our 2013 Annual General Meeting.

Many of these changes relate to shifting items from our APE policy into the by-law document. While we feel these are not substantive changes to the original intent of the by-law, it has been recommended that we bring the by-law back to the membership for consideration. This will likely occur at our Annual General Meeting on May 19, 2015. A package will be distributed with more details regarding the APE closer to the AGM.

Here is a reminder of the parameters of the APE:

- For one year from the date of proclamation, social workers who have an MSW with a clinical focus and at least five-years of post-MSW clinical experience will be able to apply under the grandparenting provision. All applicants will have to pass an examination to demonstrate their competence prior to being granted the endorsement.
- Those who do not qualify under grandparenting will be required to complete 3000 hours of supervised practice based on a supervision plan that is approved in advance by the SASW.
- All applicants will have to demonstrate that they have met the academic requirements as well:
 - Completion of a Master of Social Work (MSW) degree from an accredited university (or equivalent international degree).
 - Course work in psychotherapeutic methods including:
 - Use of clinical assessment procedures that includes social and cultural factors
 - Determining a diagnosis that involves use

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SASW COUNCIL

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SASW PROVINCIAL OFFICE CONTACT:

Executive Director: Vacant
Interim Registrar: Fay Schuster
Office Administrator: Debb Fisher

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The Saskatchewan Social Worker is published by the Saskatchewan Association of Social Workers.

Members of the Editorial Board include:

Ruth Mireau
Ailsa Watkinson
Debb Fisher, Office Administrator

Members of the Editorial Board can be contacted through the SASW Office at sasw@accesscomm.ca. We are interested in readers' stories, thoughts and ideas, letters to the editor, pictures and current events. The Board reserves the right to reject any article as well as edit submitted material. Publication does not imply endorsement by the Saskatchewan Association of Social Workers. Printed materials represent the views of the contributors and do not necessarily reflect the view/policies of the Association.

The Saskatchewan Social Worker is published and released in February, June, and November. Deadlines for submission of information are December 31st, April 30th and September 15th.

Advertising Rates are as follows:
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Please submit material to:

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- ADVOCATE FOR SOCIAL JUSTICE
- PROMOTE THE PROFESSION
- REGULATE THE PROFESSION
- SUPPORT FOR ETHICAL PRACTISE

- of the Diagnostic Statistical Manual (DSM) and/or International Classification of Diseases (ICD)
- Development of collaborative treatment plans
- Use of evidence-informed intervention approaches
- Documentation
- Review of treatment outcomes
- Course work on working with specific populations, e.g. family practice, children's mental health, psychogeriatrics, etc.
- Basic knowledge of psychopharmacology as it relates to social work practice in mental health.
- Knowledge of social work values and ethics; diversity, social justice and at-risk populations; human behaviour in the social environment; social welfare policy and service delivery systems; social work research methods.
- An orientation to interprofessional practice in health/mental health settings.

Fuller details about the application process and criteria will be distributed once the approval for APE is in place.

SASW has also received the appointment of a new Public Member onto our Council. I would like to introduce Sarah Liberman to the SASW. Sarah is a Registered Nurse and has been active with the SASW Social Justice Committee for some time. Sarah was an employee with the SRNA for several years and since 2011 have been involved in nursing education with SIAST and the universities of Saskatchewan and Regina. We are very pleased to have her join us.

I would like to close by acknowledging the recent final report presented to Minister Harpauer by the Advisory Group on Poverty Reduction. The Advisory Group made many recommendations that echo poverty elimination work the SASW has been involved in over time. The big picture

goal of reducing the percentage of poverty by 50% as outlined by the Advisory Group is attainable if this goal is made a priority. Social workers everywhere know that through access to a living income, stable housing, child care, education, and social and health services we would have a much more equitable and healthy population. Poverty elimination is a good investment – morally and financially. We urge all policy makers and stakeholders to consider the final report of the Advisory Group on Poverty Reduction with seriousness and commitment.

Submitted by:
Kirk Englot, MSW, RSW (SK)

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IMPORTANT NOTICE

Legal Advice for Members of the Canadian Association of Social Workers *A Pro Bono Program*

To reduce the risk of civil claims or disciplinary complaints against social workers, Aon Reed Stenhouse Inc., in co-operation with the Canadian Association of Social Workers and your insurer, Halifax Insurance, have arranged for a pro bono summary legal advice service to be provided by Bell, Temple, Barristers & Solicitors. Bell, Temple, in consultation with Halifax Insurance, will arrange for the appropriate referral to legal counsel in provinces other than Ontario.

Bell, Temple will provide confidential advice by telephone to all social workers participating in the Professional Liability Insurance Program administered by Aon Reed Stenhouse Inc. and co-sponsored by the Canadian Association of Social Workers. Bell, Temple will provide advice on questions regarding potential civil claims or disciplinary complaints including:

- ❖ Confidentiality - client files/records ❖
- ❖ Release of information ❖
- ❖ Response to a subpoena ❖
- ❖ Conflict of interest ❖
- ❖ Custody and access ❖
- ❖ Sexual involvement with a client ❖
- ❖ Incompetence ❖
- ❖ Other professional misconduct issues ❖

ABOUT BELL, TEMPLE

Bell, Temple is a litigation law firm that has been involved in malpractice liability and health discipline matters for many years on behalf of many professional groups. Cameron C. R. Godden and Lisa E. Hamilton lead Bell, Temple's Health Discipline Group. They are well versed in the regulations, standards of practice and the ethical obligations of social workers. They have represented regulated professionals at every stage of discipline and civil matters, including assistance in the preparation of responses to complaints from the various Colleges, representation before discipline tribunals and the Health Professions Board, and related appeals. They are both available by telephone to provide free, confidential legal advice to avoid or reduce the probability of a claim or complaint.

Each telephone consultation is limited to 30 minutes per inquiry.

The lawyer may consider it appropriate to review the issues and jurisprudence, and then call you back.
The advice given will rely upon the accuracy and completeness of the information you provide.

Please be prepared with the following information:

- ❖ Your name, telephone number(s) and address ❖
- ❖ Your policy and certificate numbers ❖
- ❖ A concise summary of all relevant facts ❖
- ❖ Your specific question or concern. ❖

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They can be reached during business hours or voice mail messages can be left after hours or on weekends.
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socialistes
Canadian Association
of Social Workers

Appointment of New SASW Public Representative



Sarah Liberman has been appointed by Order of Council, Government of Saskatchewan, as a member of SASW Council as a public representative. This term became effective August 20, 2015, and will be for a period of three years, in accordance with Section 9 of *The Social Workers Act*. As a public representative, Sarah will serve

on any Discipline Committees.

Sarah Liberman is a Registered Nurse, who teaches full time for the University of Regina in Saskatoon. She graduated from the Nursing Education Program of Saskatchewan and went on to work with the Vancouver downtown eastside community. She returned to Sas-

katchewan to do her Master's degree, and has not left since. Sarah also has a background in psychiatry and continues to work casually as a community mental health nurse.

In the past, Sarah was the policy advisor at the Saskatchewan Registered Nurses Association (SRNA). It was through her role at the SRNA that she first began involvement in 2007 with SASW Social Justice Committee.

Sarah is excited to continue her involvement with SASW at the new Public Representative.

Resources for Social Workers

Among recent changes to the SASW Web site is an updated and expanded list of resources with links to relevant web sites. Below is a list of the content areas you can find by going to www.sasw.ca. If you have suggestions for other links that we should add please contact us at ed.registrar.sasw@accesscomm.ca.

- Social Work Organizations/Associations
- Social Work Education
- First Nations/Indigenous Resources
- Information on Social/Practice Issues
- Child Welfare/Children's Issues
- Family Violence
- Health/Mental Health Resources
- Poverty Resources
- Workplace Bullying
- Policy Organizations
- Free On-Line Journals
- Practice Guidelines
- Social work and social media
- General Social Work Sites
- Saskatchewan Links
- Employment Opportunities
- Records Storage
- Grant Writing
- Advocacy & Social Action

The screenshot shows the SASW website homepage. At the top, there is a navigation menu with links for 'About SASW', 'Membership', 'Practice Requirements', 'Support', 'Surveys and Research', and 'Complaint Procedures'. Below the navigation, there is a main heading 'Strengthening Individuals, Families and Communities' and a sub-heading 'As an association, the Saskatchewan Association of Social Workers is the voice of social workers in Saskatchewan. SASW is a professional association with members in many fields of practice across the province.' There are also links for 'Council, Committee and Branch Information', 'Mentorship Program', 'Awards, Bursaries & Scholarships', 'Member Services', 'Student Services', and 'Find a Social Worker'. At the bottom, there are three small images labeled 'WHO WE ARE', 'NEWSLETTER', and 'EMPLOYMENT'.

www.sasw.ca

Navigating an Ethical Minefield? Pondering a "Grey Area"?

The **Practice Ethics Committee** is a confidential support service for SASW members that offers guidance on ethical decision-making. The committee will make every effort to respond in a timely fashion, and will provide alternate ways of viewing and acting on ethical issues.

To request a consultation from the Practice Ethics Committee with an ethical question or dilemma, members must complete the form that has been developed and placed on the SASW Website. The form is located on the Members Home Page.

To get to your Member Home Page please go to SASW website (www.sasw.ca), click on the Member Login button, and enter your username and password. Once the form is completed/submitted by a member it goes directly to the SASW office and is then forwarded to the chair of the Practice Ethics Committee.

NOTICE TO MEMBERS

Call for Nominations to Council Positions

As per Section 25 (2) of The Social Workers Administrative By-laws, SASW voting members are hereby given notice of your right to nominate licensed member(s) to fill any Council vacancy for the upcoming two-year period. The positions open for nomination are **treasurer, secretary** and **two member at large positions**.

All nominations must be submitted on the "Call for Nominations Form" which is included below. Nomination forms must be faxed/mailed to the SASW Office no later than **February 28, 2016**.

Call for Nominations for SASW Council

Position for Nomination: _____

Name: _____ SASW Registration Number: _____

Address: _____ Credentials: _____

City/Town: _____ Number of years in practice: _____

Area(s) of practice and contribution to the profession: _____

Previous/present involvement with SASW Branch/Committee:

Nature of contribution(s) to be made on SASW Council:

Signature of Nominee: _____

Nominators – Registered Social Workers (3 required)	Signatures of Nominators
_____	_____
_____	_____
_____	_____

Deadline for submitting nominations: February 28, 2016.

Mail completed form to SASW Office at 2110 Lorne Street, Regina, SK, S4P 2M5
Fax: 306-545-1895



Article Section

Experiential Learning: The Importance of Hands-On Experience for Social Work Students

Helen Keller said it best when she stated, “The only thing worse than being blind is having sight but no vision” (Goodreads Inc., 2015). In Social Work, developing a clear vision of one’s social work journey is essential, and should occur by exploring social work practice through both the classroom setting, and also through the incorporation of hands-on experience. Being able to take skills and lessons from the classroom and put them into actual practice allows Social Work students to create an in-depth vision of their individual strengths and challenges before entering the field. This article will explore my experiences as a student enrolled in SW416 (Social Work and Older Adults) and how required participation in a community workshop as part of the class was a new and welcomed approach to teaching and learning.

Social Work 416

As I drew near to the end of my fourth year of university, I realized that I needed one last class before I could proceed into my second and final practicum placement. Social Work 416 was being offered as a Spring class at Parkland College in Yorkton, and the class itself piqued my interest. I have always been aware that working with older adults is one area that I would like to pursue in my Social Work career. Within the class we learned about a number of organizations that aid in making the lives of older adults more liberating by supporting them in gaining access to resources to maintain independence. The focus of SW 416 is

to gain greater knowledge surrounding the physical, mental, spiritual, and social aspects of aging in order to increase awareness about the reality that older adults in Canada face each day. In addition, a section of the SW 416 class curriculum included an activity that I had never before experienced within my four years of university. Students enrolled in the class were required to attend and participate in one of two community workshops held in Ituna or Preeceville, Saskatchewan. These workshops were held as a result of a community-based research project which explored the emotional and mental healthcare needs of older adults living in rural Saskatchewan – specifically within Sunrise Health Region. The purpose behind attending one of the two workshops, was to 1) be given the opportunity to discuss the topic of mental health concerns surrounding older adults with older adults themselves, and 2) learn and practice skills such as facilitating discussion through use of the World Café method with real participants. Prior to attending one of the community workshops, I had actually never been given the opportunity to practice my social work skills and experience hands-on training to this extent. With the exception of my first practicum placement, and volunteer experience, I had not had the opportunity to go out into the community and discuss issues with those affected. In addition, I had never really had the opportunity to practice my own skills, and then reflect upon and evaluate the experience of doing so. When the opportunity to attend a workshop was discussed, I was thoroughly excited and intrigued to finally be given a new forum within which to exercise my skills as a Social Work student before entering the workforce.

My First Workshop Experience

One of the available community workshops that was part of SW416 was actually being held in my hometown of Preeceville, Saskatchewan. Being able to practice my social work skills in my home town was an amazing experience, and has been a desire of mine since I began my journey to complete my Bachelor of Social

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Contributions to the newsletter are always welcome.

Read any good books lately?

Working on an interesting project?

Have an area of interest that you would like to share
with other people?

Write to SASW Editor and see your name in print!

Deadline for the next newsletter is

December 31, 2015.

Experiential Learning: The Importance of Hands-On Experience for Social Work Students, continued

Work degree. By being given the opportunity to spend the day with older adults in Preeceville, I was able to learn about the struggles that they face each day, the concerns they have personally, and the changes that older adults want to see made – especially within a rural setting.

I had actually never before had the opportunity to attend a community workshop, so I was feeling a bit uncertain about what to expect. At the beginning of the day of the Preeceville workshop, when we were able to meet all the participants, I began to ease into feeling more comfortable with the workshop process. Being able to interact with members of my own community, while tapping into the skills that I have learned as a Social Work student was nothing short of incredible. Social Work 416 allowed my classmates and I to jump into a new situation and test our own confidence based upon what we all learned in SW416. It also provided us opportunity to incorporate the information we gained from all of our other completed classes, and to exercise the knowledge that we had gathered throughout our Social Work voyage up to that point. From the beginning of the workshop to the end, I was able to interact with numerous participants and volunteers to

discuss the topic of mental healthcare for older adults in rural areas. Throughout the day of the workshop, many issues and concerns were raised. My classmates and I listened and learned. At the conclusion of the day, when all of the workshop participants had left the venue, my classmates and I participated in a debriefing session with our professor, Nuelle Novik. She was also the researcher who had been conducting the research project in Sunrise Health Region. This opportunity to debrief the experience also gave my classmates and I the opportunity to advocate for the older adults of the community by discussing our observations, and relaying the information that had been shared with us throughout the day.

During the small group discussions that I helped to facilitate with the other students, issues such as transportation, housing, and a lack of opportunities to interact with youth were topics that were identified by the older adults. The main concern that I heard expressed was that older adults, especially those living on farms or living alone, have few available options for accessing transportation services. Driving out of town for medical appointments for some is nearly impossible. Simple

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Art can help kids through tough times.

Creative Kids provides funding for kids to try art, theatre, music, dance and culture. Activities that build friendships, provide stability, and foster self-esteem.

- Funds for families with financial barriers
- Saskatchewan-wide, up to \$750 per child per year for virtually any creative activities, lessons or classes
- Find out more at our November 25 webinar (www.CreativeKidsSask.ca/webinars)

If you know a family who could benefit from Creative Kids, help them connect to this opportunity by downloading application forms at CreativeKidsSask.ca.
Next deadline: December 4.








A program of SaskCulture Inc.

info@CreativeKidsSask.ca

(306) 780-9361

www.CreativeKidsSask.ca

Experiential Learning: The Importance of Hands-On Experience for Social Work Students, continued

excursions uptown to pick up groceries or the mail can also become a daunting task, especially in the winter months. Possible solutions to transportation issues were also identified and discussed. However, our group discovered that each idea for a solution seemed to create further concerns or struggles. For example, using the Town handi-bus to pick up those older adults in need of transportation was an idea shared in my group discussion. However, issues surrounding bus fees, finding a bus driver, the cost of liability insurance, and the expense of vehicle upkeep were all concerns that made this option seem impossible to establish in the community.

Being able to listen to the concerns and ideas expressed by older adults in rural areas has allowed me to gain a better understanding. This understanding certainly includes the fears, issues and obstacles that older adults are continually facing, but it also includes a new awareness of their strengths, resilience, and pioneering nature. Regardless, I now understand more clearly that more attention and action is required to ensure that the needs of older adults, especially in rural areas, are being met. This group of individuals has earned the right to have access to the services and supports that they need in order to live happy, fulfilling and independent lives in the communities and environments that feel familiar and safe for them.

The Importance of Hands-On Experience

I have come to believe that hands-on experience is essential in ensuring that what students learn in the classroom is understood in a tangible way. For example, SW416 students were able to practice the World Café method of facilitating group discussion that was taught, discussed, and practiced in our class. As part of our role in participating in the community workshops, my fellow students and I took the lead in facilitating the World Café small group discussions, and in so doing, we were required to speak/present, to actively listen, and to work collaboratively with community members. The World Café method is a facilitation technique that is used to stimulate conversations or develop dialogue. Using this approach allows for group discussion ideas to be collected, questioned, encouraged and shared in order

to begin the conversation of change. I found the World Café method particularly interesting to use because it taught us, as student facilitators, to ensure that every group member was given the opportunity to share his/

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Call for Nominations for CASW Distinguished Service Award

Eligibility Criteria

1. Outstanding contribution in any area of social work practice.
2. A high degree of professional commitment and contribution to the social work profession provincially and/or nationally.
3. Current/valid registered social worker status with SASW.

Procedure for Nomination:

The name must be submitted for nomination with the written support of three registered members of SASW. Please complete the nomination form from the SASW website under the Support tab.

Selection Process:

The SASW Awards Committee will review all nominations for the award and recommend a recipient to Council.

Nominations must be sent to:

SASW - Awards Committee
2110 Lorne Street
Regina, SK S4P 2M5
Fax: (306) 545-1895

Deadline for Nominations:

December 1, 2015



SASW
Toll Free Number
(outside Regina)
1-877-517-7279

Experiential Learning: The Importance of Hands-On Experience for Social Work Students, continued

her opinions and ideas. Therefore, we witnessed the importance of inclusivity, engagement, and empowerment; and were able to see how these concepts connect within a framework of a strengths-based approach to social work practice.

The opportunity to participate actively in a community workshop like this, as part of a social work class, serves to connect Social Work students with specific target groups. This opportunity to connect brings the concepts, theories, and issues to life. Hands-on experience also provides students with the opportunity to practice other skills and techniques that they have learned as part of their social work education. As such, during the workshops, we paid attention to the importance of creating a safe and welcoming environment, building rapport, communicating and listening in an active and engaging manner, summarizing, and utilizing different aspects of effective interviewing and assessment skills.

The opportunity to engage in a dialogue with older adults about the issues they face, while living in a rural area, was fascinating and allowed me to practice and have hands-on experience surrounding mental healthcare and older adults. Furthermore, using my skills as a Social Work student in my own community was liberating and this experience made me feel proud to be able to use what I have learned throughout my education within a community that played such an important role in me becoming the person that I am today.

Conclusion

The community excitement and the enthusiasm of all who attended the workshops made the experience as a student very enjoyable and positive. In particular, my opportunity to participate in the Preeceville community workshop contributed significantly to my growing knowledge as a Social Work student. Attending this workshop allowed me to begin to feel more comfortable and confident with the skills I have obtained throughout my university journey thus far. I believe that the inclusion of this kind of experiential learning will not only benefit Social Work students, but also creates opportunities to benefit target group participants (older

adults), and communities. Community-based experiences, that take students out of the classroom and into the community, allow people in society to learn more about Social Workers and the value of our skill base. As a student, it is my opinion that creative opportunities for hands-on experience within social work education will go a long way towards building the best Social Workers for our society.

Submitted by:

Rayne Townsend, Social Work Student, and Nuelle Novik, MSW, PhD, Professor, U of R

References

Goodreads. (2015). Helen Keller Quotes. Retrieved September 12, 2015, from http://www.goodreads.com/author/quotes/7275.Helen_Keller?page=3



The graphic is a green-bordered box containing information about the SASW Student Award Fund. At the top left, a starburst shape contains the text "SASW Student Award Fund" in a stylized font. Below this is an illustration of a purple graduation cap and a rolled-up diploma tied with a red ribbon. To the right, a circular logo shows three stylized figures standing together. The text "Climb on Board.... Make a Difference" is written in a green, cursive font. Below this, the question "What does your donation do?" is followed by a bulleted list of three points. Further down, the question "How can donations be made?" is followed by a bulleted list of three points. At the bottom, a cloud-shaped box contains the text "Your donations can be sent to:" followed by the contact information for the South Saskatchewan Community Foundation. A horizontal line at the bottom of the graphic contains the text "Saskatchewan Association of Social Workers" and the website "www.sasw.ca".

SASW Student Award Fund

**Climb on Board....
Make a Difference**

What does your donation do?

- increases the amount of the award yearly; as the fund increases so does the award
- attracts students to the profession and to SASW while still in school
- an opportunity to pay back for support you received as a student
- official income tax receipts are issued for individual donations

How can donations be made?

- individual donations
- bequests from estates
- as a beneficiary of your life insurance policy
- through fund raising events

The SASW Student Award Fund is established through and managed by the South Saskatchewan Community Foundation.

Your donations can be sent to:
South Saskatchewan Community Foundation
3934 Gordon Road
Regina, SK S4S 6Y3

Saskatchewan Association of Social Workers
www.sasw.ca



Faculty of Social Work, University of Regina Section

Acting Dean's Message



I am writing this message at the beginning of the semester which is always filled with excitement, anticipation, and (dare I admit it?) anxiety. For me, the excitement and anticipation reflect that sense of starting fresh... new and returning students, and the knowledge that the classrooms, hallways and offices will be more consistently

filled again. I am always a bit anxious because I know how much we want to achieve within the next few years, and how limited our resources are. Thankfully, I am working with a superb team of colleagues who continue to amaze me with their generosity and willingness to step forward.

We held our Faculty retreat in May 2015 and worked on the development of our own Faculty of Social Work Strategic Plan. A major goal was to ensure alignment with the University of Regina's Strategic Plan, which includes focus on the themes of indigenization and sustainability. About a week later, several of us attended the annual Congress of the Humanities and Social Sciences in Ottawa. The Congress coincided with the Truth and Reconciliation Commission of Canada's (TRC's) closing events which also took place in Ottawa. A huge benefit of both events occurring at the same time was that we were constantly aware of the TRC discussions and events. Student delegates at the Congress presented a statement at the Annual General Meeting of the Canadian Association for Social Work Education, expressing solidarity with the findings of the TRC and recommending the inclusion of a mandatory course in indigenous social work for all Canadian social work students. They noted the Calls to Action from the TRC report that focused on the child welfare system: proper education and training of social workers about the history and impacts of residential schools; and education and training of social workers to facilitate their roles in supporting Aboriginal communities and families in their healing journey. On a personal note, my attendance at Congress reaffirmed for me the significance of the theme of indigenization, especially for

a profession that is clearly implicated in the residential school history and fallout. I returned to campus full of questions and ideas about how we, as a Faculty of Social Work, might proceed.

I attended a few events in Regina, which helped to move things along for me. The first event was the University Leadership Team retreat which occurred at the end of August. Dr. Shauneen Pete, Indigenization Lead at the University of Regina, shared a document in which she gave some concrete examples of action we could take to advance the indigenization agenda. These included inviting Indigenous scholars to present at classes, creating physical spaces that reflect the histories, contributions, languages, and diversities of Indigenous peoples; and recognizing Treaty 4 and Treaty 6 territories in our opening remarks to students, in print materials, and at diverse forums. I want to acknowledge Dr. Pete's contributions and her commitment to this agenda.

The final event of note for me was a presentation by Dr. Manley Begay Jr. – a professor in the Department of Applied Indigenous Studies, and Department of Politics and International Affairs, College of Social and Behavioural Sciences (Northern Arizona University- NAU). Dr. Begay is also an affiliate faculty member of the W.A. Franke College of Business of NAU. The topic of Dr. Begay's presentation was Indigenization of the Academy. Dr. Begay presented information that illustrated various disparities: the low employment rates of Indigenous peoples in Canada, as compared to diverse other groups; the underfunding of educational institutions in Northern Canada, and particularly on first nations reserve and communities; the low high school completion rates of Indigenous peoples as compared to diverse other groups; the low enrolment in post secondary institutions when compared to diverse other groups; the poor health status of Indigenous peoples as compared to diverse other groups. Dr. Begay noted some positive changes: increasing numbers of Indigenous women attending post secondary institutions, and the increasing numbers of Indigenous students graduating. Overall, despite the glimpses of hope, the picture of social, political, economic health and well-being status of Indigenous peoples is still highly problematic. Perhaps one of the most profound statements for me was Dr. Begay's very simple definition

Acting Dean's Message, continued

of indigenization: it's about inclusion. The statistics he presented, demonstrated very clearly, the opposite. I appreciated additional comments by Dr. Bob Kayseas, Acting Vice President Academic at First Nations University of Canada, who emphasized that we cannot turn Indigenization on and off. We need to constantly think about all aspects of inclusion and exclusion, whether internally at the University or externally.

So what's our role? What are we going to do about it? What will be our response to, or action in response to the TRC report? As social workers, deeply committed to social justice issues and social change, the TRC should be a strong reminder about the potential of this profession of social work, and a challenge to do better and differently.

Submitted by:
Judy White, Ph.D., RSW (SK), Acting Dean

*It is with children that we have
the best chance of studying
the development of logical knowledge,
mathematical knowledge, physical
knowledge, and so forth.*

— *Jean Piaget*

What do you think?

Animal-human Interactions and Their Roles in Social Work Practice

Researchers at the Universities of Regina and Saskatchewan are conducting a study in the prairie provinces to better understand animal-human interactions and their roles in Social Work practice.

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Thank you for your time!

If you have any questions, please email darlene.chalmers@uregina.ca or colleen.dell@usask.ca

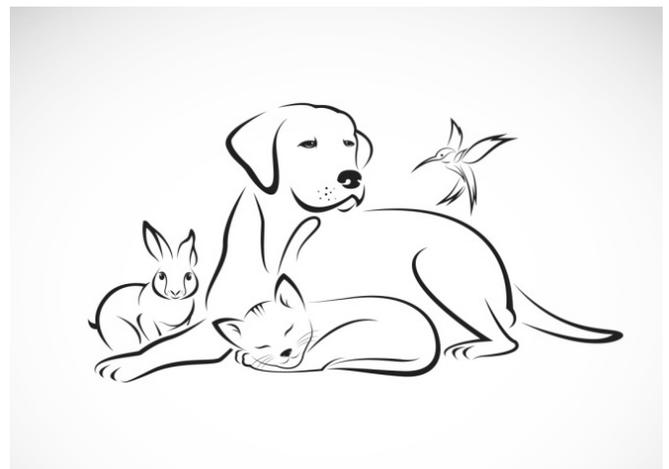
The study has received ethics approval from the Universities of Regina and Saskatchewan Research Ethics Boards REB 2014-142.



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