

	<p><i>School of Access in the Department of Indigenous Education and Community Connections</i></p> <p>IST 205</p> <p>Indigenous Introduction to Social Work</p> <p>September 2019</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ www.camosun.ca

** Please note: this outline will be electronically stored for five (5) years only. It is therefore strongly recommended students keep this outline for their records.*

1. Instructor Information

(a)	Instructors:	Loren Sahara and Robert Mahikwa		
(b)	Office Hours:	By appointment – please email in advance		
(c)	Location:	WT234		
(d)	Phone:	778-676-7844	Alternative Phone:	
(e)	Email:	loren.sahara@camosun.bc.ca ; mahikwar@camosun.bc.ca		
(f)	Website:	D2L		

2. Territory Acknowledgement

Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

3. Course Description

An updated course description can be found at www.camosun.ca

4. Intended Learning Outcomes

Upon successful completion of this course a student will be able to:

1. Identify and develop understandings of the ethics, values, activities and history of the profession of social work, particularly Indigenous social work.
2. Recognize and articulate the relationship between private troubles and public issues.
3. Demonstrate a beginning understanding of the complex nature of power and its relationship to social justice with Indigenous peoples.
4. Define and discuss social work practices that are anti-oppressive and support social justice.
5. Identify and discuss how the planning and delivery of social welfare programs and services contributes to self –determination.

5. Required Materials

Baskin, Cyndy. (2016). Strong Helpers' Teachings (2nd Edition)

All other required readings will be provided on D2L.

Optional Reading Materials:

Sinclair, Raven; Hart, Anthony, Bruyere, Gord (2009) Wicihitowin: Aboriginal Social Work in Canada

6. Course Content and Schedule

Required Pre-Course Readings:

[Youtube] Traditional Coast Salish Welcome | Sam George (https://youtu.be/0m_5qVh__M0)
[Strong Helpers'] Chapter 1: Starting at the Beginning (pg. 1-30)
[Becoming an Ally] Glossary (pg. 133-148) – D2L

Optional/Additional Pre-Course Readings:

[Wicihitowin] Chapter 1: Bridging the Past and the Future: An Introduction to... (pg. 19-24)
[Wicihitowin] Chapter 9: Navigating the Landscape of Practice:... (pg. 172-199)
[Wicihitowin] Chapter 7: Evolution and Revolution: Healing Approaches with...(pg.133-154)

Friday September 27th, 2019

4:30pm-5:30pm **Opening Smudge Ceremony and Introductions**

5:30pm-6:00pm **Review course outline** (assignments, grading, participation, expectations)

6:00pm-7:00pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:00pm-8:00pm **Indigenous Social Work begins with the "Self"**

8:00pm-9:20pm **Closing the Circle and group check-out**

Required Readings:

[Strong Helpers'] Chapter 2: The Self is Always First in the Circle (pg. 31-54)
[Strong Helpers'] Chapter 7: Holistic or Wholistic Approach (pg. 143-154)

Optional/Recommended Additional Reading:

[Strong Helpers'] Chapter 3: When Bad Things Happen to Those Who.... (pg. 55-74)

Saturday September 28th, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in.**

10:00am-12:00pm **An Overview of Indigenous Social Work Theory and Practice.**

Required Readings:

[Strong Helpers'] Chapter 4: Current Theories/Models of SW as Seen... (pg. 75-100)
[Strong Helpers'] Chapter 5: Centering All Helping Approaches. (pg. 101-118)
[Wicihitowin] Chapter 3: Indigenous-Centered Social Work (pg.42-62) – on D2L

Optional/Additional Readings:

[Wicihitowin] Chapter 2: Anti-Colonial Indigenous Social Work (pg.25-41)

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-1:30pm **Carpool to Sweatlodge Ceremony**

1:30pm-3:30pm **Sweatlodge Ceremony**

3:30pm-4:30pm **Closing the Circle and group check-out.**

Sunday September 29th, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-12:00pm **Social Work Ethics and Ethical Dilemmas**

Required Readings:

Bopp (1984) The Sacred Tree: Reflections on Native American Spirituality. (pg. 74-82) – on D2L

[Strong Helpers'] Chapter 6: From an Ethical Place. (pg. 119-142)

[website] CASW Code of Ethics <https://www.casw-acts.ca/en/Code-of-Ethics>

[website] CASW Guidelines for Ethical Practice (same as above)

[website] BCASW Code of Ethics <https://www.bcasw.org/about-bcasw/casw-code-of-ethics>

Optional/Additional Reading (Examples of Indigenous Ethical Protocols)

[Youtube] Our 7 Ojibway Teachings | SagkeengCFS | https://youtu.be/sASjfNI_ID0

[website] First Nation Protocol on Traditional Territory <https://www.ictinc.ca/first-nation-protocol-on-traditional-territory>

[Wicihitowin] Chapter10: Upholding Traditional Heiltsuk Laws (pg.200-221) – D2L

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-2:00pm **Being an Ally with and for Indigenous Peoples.**

Required Readings:

[Strong Helpers'] Chapter 17: So You Wanna Be an Ally?. (pg. 373-394)

[Youtube] 5 Tips for Being an Ally by Chescaleigh (https://youtu.be/_dg86g-Q1M0)

[Becoming an Ally] Anne Bishop. Step 5 Becoming an Ally (pg. 87-107) – on D2L

Optional/Additional Readings:

[Wicihitowin] Chapter 6: Beyond Audacity and Aplomb (pg. 114-132)

2:00pm-3:30pm **Review Assignments #1 and #2 (select groups and provide group time)**

Required Readings for Group Presentations:

[Strong Helpers'] Chapter 8: The Answers are in the Community (pg. 155-168)

[Strong Helpers'] Chapter 9: Spirituality, The Core of Indigenous Worldviews (pg. 169-190)

[Strong Helpers'] Chapter 12: Proud Two-Spirit Princess Boy (pg. 245-270)

[Strong Helpers'] Chapter 13: Caring for Families, Caring for Children (pg. 271-296)

[Strong Helpers'] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)

[Wicihitowin] Chapter 4: ...Supporting Children with Special Needs (pg. 65-89) – on D2L

3:30pm-4:30pm **Closing the Circle and group check-out**

Friday October 25th, 2019

4:30pm-5:00pm **Opening Smudge Ceremony**

5:00pm-5:30pm **Group check-in.**

5:30pm-6:30pm **Presentation #1** (Assignment #2)

6:30pm-7:30pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:30pm-8:30pm **Presentation #2** (Assignment #2)

8:30pm-9:20pm **Closing the Circle and group check-out**

Saturday October 26th, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-10:15am **Break and Setup**

10:15am-11:15am **Presentation #3** (Assignment #2)

11:15am-11:30am **Break and Setup**

11:30am-12:30pm **Presentation #4** (Assignment #2)

12:30pm-1:30pm **Lunch** (potluck style: please bring what you can, if you can)

1:30pm-2:00pm **Setup**

2:00pm-3:00pm **Presentation #5** (Assignment #2)

3:00pm-4:40pm **Closing the Circle and group check-out**

Sunday October 27th, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-10:15am **Break and Setup**

10:15am-11:15am **Presentation #6** (Assignment #2)

11:15am-12:00pm **Review and Debrief Assignment #2**

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00am-2:30pm **Letting Go/Burning Ceremony**

2:30pm-3:30pm **Review Assignment #3**

3:30pm-4:30pm **Closing the Circle and final group check-out**

7. Attendance Policy

Given the unique pedagogical approach to this course including circle work, collaborative group work, weekend-intensive sessions, and a co-creative cooperative learning environment, your full attendance in all in class/on-campus sessions is crucial. Students are required to attend all weekend and on-campus sessions to in full pass the course unless otherwise discussed and agreed upon with your Instructors in advance of missing any class time – this include arriving late and/or leaving early. Each student is considered an integral member of the learning environment. As such, students are expected to fully commit to participating in all aspects of this course. This includes fulfilling the required readings in preparation for class discussions and attending to the individual and collective responsibilities in the group assignment.

8. Confidential Policy

Under no circumstances are students permitted to audio or video record in-class sessions due to strict confidentiality protections. Students in this class may share deeply personal confidential information about themselves, their views, or experiences that are not to be shared outside of the class nor with anyone other than the person or people who shared this information. If this is a concern, please discuss it with your Instructors immediately.

9. Basis of Student Assessment (Weighting)

ASSIGNMENT #1 – CRITICAL REFLECTION PAPER – 25%

Due Date: on or before Wednesday October 9th, 2019 by 11:59PM

Students will submit a 4-6 page (not including the title page and reference page), double-spaced, typed, APA formatted, Times New Roman, 12-pt font critical self-reflection paper responding to the following questions:

- 1) Describe what is ‘wellness’ from an Indigenous Social Work perspective and discuss how you relate to this perspectives as a Helper (7%).
- 2) Discuss Indigenous Social Work values and ethics and discuss how this relates to your own values and ethics as a Helper (7%).
- 3) Discuss what it means to be an ‘Ally’ to Indigenous Peoples. How do or will you demonstrate this as a Helper working with Indigenous Peoples? (7%).

Apa and Formatting (4%)

As a reflection paper, students are expected to include first-person (“I” statements), and as an academic paper, students are expected demonstrate their full understanding and comprehension of course materials, readings, themes, and topics. APA formatting is required. Students are also expected to incorporate at least 3 course readings/videos from the course outline.

To help with organization, students are highly encouraged to use **headers** (no more than one sentence) for each of the above questions. Students will submit their assignment in Word (.doc) format to the corresponding D2L drobox.

ASSIGNMENT #2 – COLLABORATIVE GROUP PRESENTATIONS – 30%

Due Date: by 11:59PM the day of their presentation. one member from each group will submit the appropriate materials for the entire group in D2L.

From the perspective of an Indigenous Social Worker/Helper, students will present a 50-minute presentation (plus additional 10-minutes for class debrief and discussion) on one of

the following topics in groups of 4-6 people. Each group will have a different presentation topic and presentation date (which will be assigned in class).

- Working with Indigenous Communities
- Working with Indigenous Spirituality
- Working with Indigenous Two-Spirit Peoples
- Working with Indigenous Families and Children
- Working with Indigenous Peoples with Special Needs/Disabilities
- Working with Indigenous Peoples with Mental Health and Addictions

The purpose of this assignment is to foster co-learning and peer-collaboration in accordance with Indigenous ways of learning and teaching. Groups will become “experts” of their topic and will teach this topic to their peers.

Groups are encouraged teach/present their topic using variety of visual, verbal, auditory, musical, and/or kinesthetic and interactive approaches. This may include going outside, role-playing, creative arts, pictures, trivia games, powerpoint, group discussions, videos, and so on. For videos, please note that the total runtime of all videos together must be no more than 5mins.

All groups must submit written notes, a script, or the powerpoint presentation itself (if applicable) and an apa-reference page (or slide) to the assignment dropbox. Groups using powerpoint or slideshows must also include APA citations in their slides. Groups using no visual aids must verbally cite their material in some form of a ‘script’ and upload this to dropbox. More on this will be discussed in class. All groups are also expected to use at least 3 readings and/or video from the required course materials.

Grading Criteria:

Content – presenting course content from the course readings/video and any additional scholarly material from other external sources. Groups are also encouraged to use personal stories as they relate to their topic, if applicable (8%)

Practical Application – how your peers utilize the content of your presentation in their own Indigenous social work/helper practice? Use specific examples and in practical terms (8%)

Interactivity and Learning – group’s interactive approach to teaching the content of their presentation to their peers and evidence that peer members have learned this content (8%)

APA and Formatting (6%)

Minimum Required Readings for Group Presentations:

- [Strong Helpers’] Chapter 8: The Answers are in the Community (pg. 155-168)
- [Strong Helpers’] Chapter 9: Spirituality, The Core of Indigenous Worldviews (pg. 169-190)
- [Strong Helpers’] Chapter 12: Proud Two-Spirit Princess Boy (pg. 245-270)
- [Strong Helpers’] Chapter 13: Caring for Families, Caring for Children (pg. 271-296)
- [Strong Helpers’] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)
- [Wicihitowin] Chapter 4: ...Supporting Children with Special Needs (pg. 65-89) – on D2L

ASSIGNMENT #3 – CRITICAL FILM ANALYSIS – 35%

Due Date: on or before Wednesday November 6th, 2019 11:59PM.

Students will submit review a film, select a character from that film and write a 4-6 page apa formatted paper (not including the title page and reference page) discussing the following:

Assignments will discuss the following sections:

- 1) Describe the character you selected and discuss what stage in their life (in the film) you will be working with them as their Helper. (5%).
- 2) How does your character relate to at least one of the group presentation topics, and discuss how that presentation will help you relate to your character - use specific topics and examples from that specific presentation (10%)
- 3) Taking into consideration Indigenous Social Work perspectives on wellness, values, ethics, and allyship (from assignment #1), discuss in how would go about helping this character using very specific and practical approaches and why. (12%)

APA and Formatting (8%)

As a reflection paper, students are expected to include first-person (“I” statements), and as an academic paper, students are expected demonstrate their full understanding and comprehension of course materials, readings, themes, and topics. APA formatting is required. Students are also expected to incorporate at least 3 course readings/videos from the course outline.

To help with organization, students are highly encouraged to use **headers** (no more than one sentence) for each of the above questions. Students will submit their assignment in Word (.doc) format to the corresponding D2L drobox.

Recommended Movie Titles (feel free to pick a film not listed here)

<i>Once Were Warriors</i>	<i>Mississippi Burning</i>
<i>Rabbit Proof Fence</i>	<i>Smoke Signals</i>
<i>The Colour Purple</i>	<i>Schindler's List</i>
<i>City of God</i>	<i>Philadelphia</i>
<i>Whale Rider</i>	<i>Brokeback Mountain</i>
<i>Mowgli</i>	<i>Gandhi</i>
<i>Malcolm X</i>	<i>The Green Mile</i>
<i>Les Misérables (1998 version.)</i>	<i>12 Years a Slave</i>
<i>Shawshank Redemption</i>	<i>One Flew Over the Cuckoo's Nest</i>
<i>Is the Crown at War with Us?</i>	<i>Dance me Outside</i>
<i>Hi-Ho Mistahey!</i>	<i>Trick or Treaty</i>
<i>Edge of the Knife</i>	<i>Blazing Saddles</i>

ASSIGNMENT #4 – REFLECTION ON PARTICIPATION – 10%

Due Date: on or before Wednesday November 6th, 2019 11:59PM.

Students will submit an individual self-assessed participation mark out of 100 for based on the following criteria, which will be taken into consideration by the Instructors when marking.

1. Attended all in-class sessions in full and remained for duration of each session.
2. Arrived early or on-time for each in class session.
3. Actively participated in group discussion and/or listen fully and attentive to others.
4. Handed in all assignments in full and before the deadline.

5. Contributed to a positive learning environment for self and others.
6. Refrained from using cellphones or other electronic devices in class in non-course related manner and/or for non-course related purposes.
7. Shared openly, honestly, authentically, and appropriately with self and others in class.
8. Was a positive, proactive, and integral group member in my group assignment.
9. Activity contributed to the success of my group members and group assignment.
10. Fulfilled my responsibilities as a group member in my group assignment and as a member of the class circle and class environment.
11. Treated people with respect including group members in my group assignment.

OPTIONAL -- In this same document, students may also submit a confidential mark out of 10 for each group member from assignment #2, if they so wish (please note this is optional).

10. Late Assignment

All late assignments are subject to a -5% penalty for each day it is late unless otherwise agreed upon with your Instructor in advance. Moreover, late assignments due to technical issues is not an adequate excuse. If you are experiencing technical issues, please email a copy of your assignment to the Instructors directly and then resolve your technical issues with the IT department as Camosun right away.

11. Grading System

(No changes are to be made to this section unless approved by the EDCO)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

12. Recommended Materials or Services to Assist Students' Success

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.