



*School of Access in the Department of
Indigenous Education and Community Connections*

**IST 205
Introduction to Indigenous Social Work
May 2020 DE**

1. Instructor Information

(a)	Instructor:	Robert Mahikwa, MSW, BSW
(b)	Email:	robert.mahikwa@online.camosun.ca
(c)	Class Location:	D2L
(d)	Course Website:	D2L

2. Territory Acknowledgement

Camosun College campuses are located on the traditional territories of Lkwungen and WSÁNEĆ peoples, to whom we acknowledge our gratitude for allowing us to live, laugh, and learn on their traditional territories.

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:

- ⇒ Identify and develop a critical understanding of the ethics, values, activities and history of the profession of social work, particularly Indigenous social work, and better understand its impacts on Indigenous communities.
- ⇒ Define and discuss Indigenous social work practices that are anti-oppressive and support social justice.
- ⇒ Examine the various levels and settings of social work practice, including individual, family and community systems and informal helping with particular emphasis on practice in Indigenous communities.
- ⇒ Demonstrate critical self-reflection, which will help students to examine not only their identities, but also their interest, motivation, and capacity for (Indigenous) social work practice.

5. Required Materials

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

All other required materials will be provided on D2L.

6. Confidentiality Policy

All personal stories and information shared in the form of audio and/or videos is strictly confidential to anyone inside and outside of the classroom (unless in cases where a *Duty to Report* occurs).

7. Course Schedule and Assignments (Grid View)

WEEK	DATE	TOPICS	READINGS	FACE-2-FACE	ASSIGNMENTS
Week #1	May 04-10	<p>Introductions</p> <p>Navigating D2L</p> <p>Self-Care and the Medicine Wheel</p> <p>Overview of Indigenous Social Work Theory and Practice</p>	<p>Readings list located on D2L under the “Content” tab</p> <p>Videos located on D2L under the “Course Media” tab</p>	<p>Virtual Circle (5%) Blackboard Collaborate</p> <p>Thurs May 07 20 3:00pm-4:30am</p> <p>-or-</p> <p>Sat May 09 20 10:00am-11:30am</p> <p>Course overview <u>Assignments & Group presentations planning</u></p>	<p>Self-Location Introduction Online Post (5%) due by Fri May 08 11:59pm</p> <p>Self-Select Groups for Presentations closes Sun May 10 11:59pm</p>
Week #2	May 11-17	<p>Indigenous Values and Ethics</p> <p>CASW Values and Ethics</p> <p>Ethical Dilemma</p>	same as above	--	<p>Ethical Dilemma: Online Discussions (20%)</p> <p><u>x2 Discussion Posts</u> (8% each = 16%) due by Thurs May 14 2020 11:59pm</p> <p><u>x2 Peer Responses Posts</u> (2% each = 4%) due by Sun May 17 2020 11:59pm</p>
Week #3	May 18-24	<p>Presentations</p> <p>Communities; Spirituality; Mental Health/Addictions; Two-Spirit; Families and Children</p>	same as above	<p>Virtual Circle (5%) Blackboard Collaborate</p> <p>Thurs May 21 20 3:00pm-4:30am</p> <p>-or-</p> <p>Sat May 23 20 10:00am-11:30pm</p>	<p>Group Presentations (25%) will occur on <u>Sun</u> May 24 2020 via Blackboard Collaborate - see <i>timeslots below for details</i></p>
Week #4	May 25-31	<p>Applied Knowledge and Practice</p>	same as above	--	<p>Applied Practice: Crit. Analysis (40%) by Sat May 30 2020 11:59PM **no extensions**</p>

This is a four-week condensed course, which means that we have a condensed amount of time to cover each of the course topics, assignments, and course materials as a group. In turn, an Instructor, I have a limited amount of time in which marks have to be completed and submitted to the department, and so, **it is imperative that students stay on track with completing the assigned readings and assignments within due dates or early.** (Note that the D2L assignment dropboxes will be opened early to students to accommodate this recommendation).

8. Course Schedule (Calendar View)

Mon May 4 Self-Select Pres. Group Opens 9:00am	--	--	Thu May 8 Virtual Circle (5%) option A 3-4:30pm	Fri May 8 Self- Location Post (5%)	Sat May 9 Virtual Circle (5%) option B 10-11:30am	Sun May 10 Self-Select Pres. Group Closes 11:59pm
Mon May 11 Online Discussion (Ethics)	Tue May 12 Online Discussion (Ethics)	Wed May 13 Online Discussion (Ethics)	Thu May 14 x2 Dis.Posts (8% + 8% = 16%)	Fri May 15 Online Discussion (Ethics)	Sat May 16 Online Discussion (Ethics)	Sun May 17 x2 Peer Response Posts (2% + 2% = 4%)
--	--	--	Thu May 21 Virtual Circle (5%) option A 3-4:30pm	--	Sat May 23 Virtual Circle (5%) option B 10-11:30am	Sun May 24 Group Pres. (25%)
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9. Plagiarism Statement

Plagiarism occurs in a number of ways such as when students:

- (1) submit work that is not their own original work or work that the student themselves did not write, this would include paying someone else to write the paper for the student.
- (2) cutting/pasting someone else's work without citing and referencing this material using APA.
- (3) submitting an assignment that was previously submitted in another course.

Plagiarism will result in a F grade in the assignment, and may result in an immediate F in the course. It is the student's responsibility to be aware of Camosun's policies on plagiarism located at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>

10. Basis of Student Assessment (Weighting)

Virtual Classroom Learning Circles (5% each for a total of 10%)

Session #1 (option A): Thursday May 07 3:00pm-4:30pm (join using Blackboard Collaborate)

Session #1 (option B): Saturday May 09 10:00am-11:30am (join using Blackboard Collaborate)

Session #2 (option A): Thursday May 21 3:00pm-4:30pm (join using Blackboard Collaborate)

Session #2 (option B): Saturday May 23 10:00am-11:30am (join using Blackboard Collaborate)

***** please sign-up on D2L to indicate which sessions you will be attending! There is a cap of 13 students per sessions (which is approximately 50% of the class per session if we are a full group)*****

Session #1 will focus on selecting group members and topics for the *Collaborative Group Presentation* assignment which is worth (25%) of your final grade. Please make this a priority.

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Assignment #1 – Self-Location Introduction Protocol Online Post (5%)

Due Date: on or before Friday May 8 11:59pm

Post an online introduction demonstrating your ‘self-location protocol’. A self-locating protocol is a form of traditional welcome and introduction among Indigenous Peoples, and it is unique to every individual.

As a way of familiarizing yourself with the online technology required for this course, students will post a personalized video where they will share their own unique *self-location introduction protocol* and upload this video to the *Discussion Forum*. (Some students may prefer to us *Kaltura* located under the “Course Media” tab on D2L, then import the video to the discussion forum).

Students are welcome to incorporate photos, music, song, dance, creative media, cultural practices, etc. Ideally, the self-location protocol will also include the following elements (albeit not limited):

- A Territorial Acknowledgement
- Your Name (English name, cultural name, etc...)
- Your Nation (clanhood, lands or country of origin, etc....)
- What program, and year, you are in at Camosun.
- Discuss what the term “*Helper*” or ‘*Social Worker*’ means to you.
- Why you are taking IST 205 and what you hope to gain from this experience.
- and anything else you’d like us to know about you as a member of our shared learning circle.

Note: you will not be able to see anyone else’s Introduction post until you have posted your own.

Late penalties will apply (-5% off of the total assignment percentage) per day up to a maximum of 7 days. For accommodations, student must notify the Instructor at least 2 days (48-hours) prior to a due date detailing the reason behind their accommodation request. To avoid technical issues, please upload assignments as early as possible. Technically issues may or may not prevent late penalties.

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Assignment #2 – Ethical Dilemma: Online Group Discussion (20%)

x2 Discussion Posts (DPs) Due: on or before Thurs May 14 by 11:59pm

x2 Peer Response Posts (PRP) Due: on or before Sun May 17 by 11:59pm

The purpose of this assignment is to review and discuss with your colleagues how you would handle a particular ethical dilemma, as well as discuss your critical analysis and rationale for your approach. Discussions will occur in the appropriate *discussion forum* on D2L.

1. Review all the ethical dilemmas scenarios. Then select two scenarios and upload an original **Discussion Post (DP) for each dilemma** detailing how you would handle the ethical dilemma from an *Indigenous Social Work (Helper) Theory and Practice*, and provide a critical analysis and rationale.
 - ⇒ Each DP must be at least 250 words.
 - ⇒ Each DP must incorporate *Indigenous Ethics* and may include the *CASW Codes of Ethics*.
 - ⇒ Each DP must incorporate at least 1 other source from the course materials (readings, videos, websites, or articles).

- ⇒ Each DP must include APA citations and a reference list at the end of the post.
 - ⇒ **Each DP is worth a maximum of 8% of your final grade (8% x 2 = 16% total)**
2. Next, review at least two other DPs posted by your peers and upload at least one meaningful and thoughtful **Peer Response Posts (PRP)** to each DP.
- ⇒ Each PRP must be at least 150 words.
 - ⇒ Each PRP must include APA formatting (citations and reference list) if applicable.
 - ⇒ Your PRP can be a response to someone else’s DP even if someone else have done so already.
 - ⇒ **Each PRP is worth a max of 2% of your final grade (2% x 2 = 4% total)**

Note: you will not be able to see anyone else’s DPs or PRPs on D2L until you have posted your own.

Late penalties will apply (-5% off of the total assignment percentage) per post, per day up to a maximum of 7 days. For accommodations, student must notify the Instructor at least 2 days (48-hours) prior to a due date detailing the reason behind their accommodation request. To avoid technical issues, please upload assignments as early as possible. Technically issues may or may not prevent late penalties.



Assignment #3 – Collaborative Group Presentation (25%)

Self-Enrollment in Groups Opens: Mon May 04 at 9:00am (first come first serve; max 5 per group)

Self-Enrollment in Groups Closes: Sun May 10 at 11:59pm ***any remaining students not yet in groups will be randomly allocated to an available group.*

Presentations Occur: on Sun May 24 from 9:00am-1:15pm (see timeslots below)

Presentation Document(s) Due: on or before Sun May 24 11:59pm

Groups will research and present on one of the topics above using any variety of audio/visual format (such as video, audio/podcast, PowerPoint, and/or Prezi etc).

Presentations will occur live on *Blackboard Collaborate*, as such, all group members must be present during the group presentation unless otherwise agree upon by group members. If the below presentation time does not work for your group, please contact the Instructor immediately. If two groups wish to exchange their timeslots, both groups must agree unanimously.

All non-group members may wish to login to watch the other presentations live; however, all of the presentations will be recorded and uploaded to *Kaltura* (located in the “Course Media” tab on D2L)

Group #	Topic	Reading	Sun May 20 2020
Group 1	<i>Working with Indigenous Communities and Nations</i>	[Strong Helpers’] Chapter 8: The Answers are in the Community (pg. 155-168)	9:00am-9:30am
Group 2	<i>Working with Indigenous Spirituality</i>	[Strong Helpers] Chapter 9: Spirituality, The Core of Indigenous Worldviews (pg.169-190)	9:45am-10:15am
Group 3	<i>Working with Indigenous Peoples and Mental Health</i>	[Strong Helpers’] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)	10:30am-11:00am

Group 4	<i>Working with Indigenous Peoples with Addictions</i>	[Strong Helpers'] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)	11:15am-11:45am
Group 5	<i>Working with Indigenous Two-Spirit Peoples</i>	[Strong Helpers'] Chapter 12: Proud Two-Spirit Princess Boy (pg. 245-270)	12:00pm-12:30pm
Group 6	<i>Working with Indigenous Families and Children</i>	[Strong Helpers'] Chapter 13: Caring for Families, Caring for Children (pg. 271-296)	12:45pm-1:15pm

- Groups are **expected to review the chapter from the course textbook** which corresponds to their chosen topic as noted above.
- Groups are **expected to incorporate the learnings from that chapter** (and any other relevant course materials) into their presentation.
- Each group member will present on at least one section of their group's presentation (as determined by the group itself).
- In total, the **entire presentation should be no more than approximately 25-30 minutes max**
- Finally, the use of any external audio/video files is permitted within the presentation; however only **to a maximum total runtime of 5 minutes for all audio/videos combined** (there is no such limit on any original audio/video work produced by the group for their presentation).

Grading Criteria:

All group members will receive the same final grade for this assignment:

Content (9%) - defining key terms, identifying Indigenous client population(s), highlight related services and resources, etc., relevant to the presentation topic.

Applied Practice (8%) – provide a case scenario related to your topic and outline your ethical step-by-step approaches toward fostering wholistic wellness as linked to Indigenous social work values and principles discussed in the course.

Presentation (4%) - organization, structure, clarity, adherence to assignment requirements.

APA (4%) - citations and reference list. All presentations must include at least 2 sources from the course materials (readings, videos, websites, etc). Demonstrating APA citations can take a combination of one of two forms (or both):

- ⇒ Within the presentation itself: if you are using visual guides such as powerpoint or prezi, upload this file to the appropriate assignment dropbox (note that citing photos/images is not necessary for this assignment).
- ⇒ Talking notes/script: upload any talking notes or script (point-form is acceptable) indicating which aspects of your presentation were informed by which sources.

Late penalties will apply (-5% off of the total assignment percentage) per day up to a maximum of 7 days. For accommodations, student must notify the Instructor at least 2 days (48-hours) prior to a due date detailing the reason behind their accommodation request. To avoid technical issues, please upload assignments as early as possible. Technically issues may or may not prevent late penalties.

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Assignment #4 –Practical Application Critical Analysis Paper (40%)

Due Date: on or before Sat May 30 11:59pm **no extensions******

The purpose of this assignment is to demonstrate your full understanding of the course topics and materials from the course materials and group presentation, as well as fully demonstrate your ability to apply *Indigenous Social Work (Helper) Theory and Practice* in a critical way through self-selecting a film, documentary, television series, etc.

As the major final paper for this course, the grading expectation are higher than previous assignments. It is therefore recommended that students attend to this final paper like *open-book final exam*.

Select a film/tv series/documentary etc (some examples provided below);

Some examples chosen by past student (you are welcome to pick something not listed here)

Indigenous	Non-Indigenous
<i>Once Were Warriors</i> <i>Drunktown's Finest</i> <i>Whale Rider</i> <i>Edge of the Knife</i> <i>The Grizzlies</i> <i>Smoke Signals</i> <i>Indian Horse</i> <i>Dance me Outside</i> <i>First Contact (tv show)</i>	<i>Punch Drunk Love</i> <i>Shawshank Redemption</i> <i>OA (tv show)</i> <i>Six Feet Under (tv show)</i> <i>Joker</i> <i>Brokeback Mountain</i> <i>Magnolia</i> <i>Storm Boy</i> <i>This is Us (tv show)</i>

Grading Criteria:

- ⇒ **Context (5%)**: identify a character/person; discuss at which point in their story where you will be intervening as their *Helper* and include a rationale for why you made this decision
- ⇒ **Wholistic Wellness (4% x 4 = 16%)**: from an *Indigenous Social Work (Helper) Theoretical and Practical lens* (as discussed in this course), outline how you would support this character/person's wholistic wellness (their mental, emotional, spiritual, and physical wellness) **(4% for each of the four quadrants = 16% total)** and how you would do so ethically as their Indigenous/Ally

Helper. Provide a critical analysis of and rationale for your approach, and utilize all major course content, materials and online discussions.

- ⇒ **Incorporating a Group Presentation (7%):** select one of the *Collaborative Group Presentations* and discuss how some of content from that presentation could help inform how you might support your selected character/person.
- ⇒ **Application to Practice (7%):** given everything we covered in the course materials, online discussions, and presentations, how will you now take what you've learned from this experience and incorporate it into your own critical social work (or related) helper practice (and/or your everyday life) going forward as an Indigenous/non-Indigenous Ally to support Indigenous Peoples' wholistic wellness (individuals, families, communities, Nations, etc)?
- ⇒ **APA formatting (5%),** referencing, citations, and adherence to assignment requirements.

Sub-Heading: To help with organization, students are highly encouraged to use *sub-heading* (no more than one sentence) above each section of their paper (for example *Introduction, Context, Wholistic Wellness, Group Presentation, Application to Practice, Conclusion*). Students will submit their assignments in a Word (.doc) format to the corresponding assignment drobox on D2L.

If working alone: your paper must be 4-6 pages (or a maximum of 8 pages), plus a title page and reference page; must include at least 5 internal sources from the course materials (i.e. readings, videos, websites, etc); and must incorporate plenty of first-person "*I-statements*" throughout the paper.

If working as a pair (2 people): your paper must be 6-8 pages, plus a title page and reference page; must include at least 6 internal sources from the course materials (i.e. readings, videos, websites, etc); and must incorporate plenty of "*We-statements*" (or "*I-statements*" if applicable) throughout the paper. Please indicate the names of both students on the title page.

****Note: due to the short turnaround time in which final grades must be uploaded to the college, there can be no deadline extensions for this assignment. As such, late penalties will apply as normal; however, no assignments will be accepted 24-hours after the above due date.**



10. 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: 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

11. 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 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.

ESL WRITING CENTRE AND SUPPORTS

Free writing support for ESL students. Support for all college-level students. One-on-one consultations. Focus on strengthen writing skills. Clarification of assignment criteria/expectations. 30-45 minutes appointments. Two bookings available per week. Online booking: <http://camosun.ca/services/writing-centre/appointments.html>