



**CAMOSUN COLLEGE**  
**School**  
**Department**

**IST 206-Indigenous Social Welfare**  
**Spring 2016**

**COURSE OUTLINE**

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The calendar description is available on the web @ \_\_\_\_\_

*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

(a) Instructor	Todd Ormiston and Amanda Engen (TA)
(b) Office hours	Fridays 3:00-4:00pm
(c) Location	Ewing 204
(d) Phone	250-370-3122 <b>Alternative:</b> _____
(e) E-mail	<a href="mailto:ormiston@camosun.bc.ca">ormiston@camosun.bc.ca</a> and <a href="mailto:Amanda.engen8@gmail.com">Amanda.engen8@gmail.com</a>
(f) Website	D2L- the course is on June 10 from 4:30-9:00pm, Saturday and Sunday June 11 and 12 10:00-4:30pm. Friday June 24 from 4:30-9:00pm and Saturday and Sunday June 25and 26 from 10:00-4:30pm

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

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

1. Identify the principle components and historical context of Canadian social welfare policy.
2. Identify and discuss Canadian social (welfare) policies and their impacts on the lives of Indigenous people/communities.
3. Identify and describe how self-determination is being realized by Indigenous people/communities through social policy and social services.
4. Identify and describe how poverty exists in Canada and evaluate the success of federal and provincial anti-poverty initiatives for non-Indigenous and Indigenous people/communities.

**3. Required Materials**

(a) Texts

Hick, Steven. (2014). *Social Welfare in Canada: Understanding Income Security*. (3rd Edition). Toronto: Thompson Educational Publishing, Inc.

(b) Other

All other readings and course materials are available online. Please see D2L

#### **4. Course Content and Schedule**

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

##### **Friday June 10, 2016- Introduction to Social Welfare**

Introductory Circle-Importance of relational responsibilities, course outline presented. What is social welfare?

**Small group work**-What are some Aboriginal worldviews/beliefs that promote wellness? What are some policies by government that have oppressed or affected the well being of Indigenous peoples?

Report back

Dinner

##### **What is Social Welfare?**

a) Social Welfare History: An Indigenous and non-Indigenous historical analysis-Todd to present

**Readings:** Hick Chapters 1

Website: <http://www.trc.ca/websites/trcinstitution/index.php?p=890>

##### **Saturday June 11-Morning**

Missing and murdered women-Finding Dawn or Cindy Blackstock

Social Justice and policy analysis of the Truth and Reconciliation Commission. Why is this important?

A review of Indigenous Education policy for the K-12 and post- secondary levels

**Readings: Website**

[http://www.nwac.ca/wp-content/uploads/2015/05/Fact\\_Sheet\\_Missing\\_and\\_Murdered\\_Aboriginal\\_Women\\_and\\_Girls.pdf](http://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls.pdf)

**11:45 am Lunch**

**Afternoon:** The film Where to Invade Next and discussion

**Film: Where to Invade Next**

**Readings:** [https://en.wikipedia.org/wiki/Where\\_to\\_Invade\\_Next](https://en.wikipedia.org/wiki/Where_to_Invade_Next)

National Indigenous Cancer Research: Policy and Practice implications-Amanda

## **Sunday June 12 –Morning**

### **The History of Social Welfare in Canada & Challenges to Social Welfare**

Examination of the past (in terms of social welfare) to understand the present and the future. We will explore the major historical impacts and events relevant to social welfare study.

**Readings:** Chapter 2 – The History of Social Welfare  
Chapter 3 – Challenges to Social Welfare-Trevor

Activity

**Lunch**

**Afternoon:**

**Social Welfare in an Indigenous context-Learning through the land (1:30-4:30pm) Tod Inlet**

**Special; Guests: JB Williams and Earl Claxton Jr.**

## **Friday June 24**

**Indigenous Policy making and Analysis in Action-Training of Indigenous Social Workers in BC**  
**Special Guest: T'oila McIntyre**

### **Canadians Living in poverty - Chapter 6**

- Student presentation 1

### **Children and Families Living in Poverty-Chapter 9**

- Student presentation 2

**Readings:** Hick Chapter 6

**Saturday June 25-morning:**

**Employment: Unemployment, and Workers' Compensation-Chapter 7**

- Student presentation 3

### **The Social Welfare of Immigrants-Chapter 10**

- Student presentation 4

**Readings:** Hick : Chapter 10

**Lunch**

**Afternoon**

**Disability and Social welfare -Chapter 12**

- Student presentation 5

**Readings:** Hick Chapter 12

### **Social Work Practice Skills-working with groups and communities -Amanda**

- Direct and indirect social work practice roles
- Social work advocacy
- Mediation in Social Work
- Stages of group development

- Group facilitation approaches
- Community and Indigenous practice models

## **ROLE PLAYS-ETHICAL DILEMMAS ON POLICY-Todd**

**Sunday June 26 -morning**

### **The elderly and retired**

- Student presentation 6

**Readings:** Hick Chapter 13

### **Lunch**

- **Working within Child Welfare policy:** Jacquie Green
- Review of the main objectives of course
- Final assignment particulars
- Closing circle

## **5. Basis of Student Assessment (Weighting)**

*(Should be directly linked to learning outcomes.)*

(a) Assignments:

### **Assignment One - Collaborative Response Oral presentation-Perceptions of Social Work Welfare and Policy-25%**

Students will conduct this in groups of two or three and groups will be assigned in first day of class, based on these themes;

- Canadians Living in poverty-June 24
- Children and Families Living in Poverty June 24
- Employment: Unemployment, and Workers' Compensation-June 25
- The social welfare of immigrants-June 25
- Disability and Social welfare-June 25
- The elderly and retired-June 26

Students will present to the class for 45-50 minutes in their triads. Students can review the actual components as understood in the readings (in relation to your chosen topic) and then speak to how the topic informs your social work policy analysis/practice. **How do these topics differ in Indigenous communities?** Students can (are encouraged to) research other sources external to the course to inform your particular topic chosen and how this topic differs in Indigenous communities. Students are expected to pose an ethical dilemma for the class on your theme. Students are also expected to pose one discussion question (NOT FROM THE TEXT) at the end of their presentation to the class related to their theme-this must be in relation to Indigenous social work. Students will be expected to maintain contact with your group members outside of class, D2L will be available for connecting as will Skype.

### **Assignment Two -Policy implications based on Tod Inlet-25%**

On the first weekend of the course, we will have two wonderful guests taking us on the land to show how social welfare can be realized in an Indigenous context. Students will write a 4-5 page paper (or provide an audio or podcast report of 20 minutes), where you reflect on

the content of the presentation chosen as they relate to concepts, tools, practice issues, theories and other aspects of social work policy and practice that have been covered in the course. Essentially, you are being asked to provide an analytical and reflective commentary on the two Indigenous knowledge keepers related to Indigenous people and wellness (social welfare). Your paper should include but go beyond a description of your chosen guest speaker/topic and should move into the realm of analysis and how this work is a central part of decolonization. It should include commentary on the uniqueness of working with Indigenous peoples and any structural barriers/policies that can create challenges. A key component of this paper is to reflect on the 'so what' piece, what can you do, how can you demonstrate the principle of respect for Indigenous people and provide an example of respect for diversity based on your emerging policy analysis/practice framework. This can/should be done in relation to the guest speakers/ teachings reflected on. The paper should also include reflective commentary on how you are personally engaged with the topic areas as you read about, write about, think about and be with the topic. **Due June 17 at beginning of class by e-mail**

### **Assignment 3-Social Welfare Policy Newspaper/Media Article Review and agenda for reform**

**Grade:** 50% of final Grade.

**Length:** 6-7 pages

**Submit:** to the Instructor using the Assignment Dropbox and attach your paper as a Word document or RTF (Rich Text Format) ONLY

#### **Assignment Goals**

The goals are to demonstrate that you:

1. Can identify a social issue/social problem in the media.
2. Can identify some federal, provincial, or local social welfare policies that pertain to the issue
3. Can distinguish between different points of view on the issue and the appropriate policy response
4. Understand the content of Chapters 1-5 in the Hick book to the extent that you can use them appropriately and selectively in the assignment.
5. Can recommend an agenda for reform to the social issue/problem or policy chosen.

#### **Instructions**

1. Select a newspaper/media online article that contains a discussion of a social issue or social problem. - whatever you feel is a social issue or social problem is fine for the assignment.. The article should be fairly recent - within the last couple of years (missing Indigenous women-Indigenous child welfare, homelessness, restorative justice etc.). The article must be related to a chapter in the Social Welfare in Canada text and the online article must be included in your assignment as a web link in the beginning paragraph.
2. Prepare a short summary (about 500 words-2 pages) of the article. Your summary should identify the issue and name some federal, provincial, or local social welfare policies that pertain to the issue. You should also note any differing points of view that are voiced in the article and identify your own position.
3. You will then look to reform the policy issue or struggle which the newspaper article covers. How might you suggest or implement reform or change to the policy issue. How would you reform, change or replace the policy or program? Some things you might consider: Who administers and funds it? Is funding adequate? How could you describe the ideology behind the policy? What are the benefits or services provided? What problem is to be solved? Have there been changes in the past? History of the program? Apparent political

goals of government in providing the policy or program? Who is left out? Are measurable results available for the public to review? Statistical reports produced? Is there legislation establishing and defining the program?

Your proposal should be specific and include things you have learned from the course (referenced) and as well as from external sources if you wish. **A total of three sources are needed to be cited/referenced for this assignment.** No more than two recommendations can be brought forward in this paper.

### **Submission Instructions**

Submit your assignment to the Instructor using the Assignment Dropbox.

### **Grading Criteria**

Grading criteria are as follows:

1. Selection of a relevant article and summary of main issue from article (20%)
2. Identification of some relevant social welfare policies (15%)
3. Identification of alternative points of view within article or introduced by student (20%)
4. Recommendation(s) for reform (30%)
5. Clarity of writing, organization, spelling, grammar, and use of APA style (**DUE JULY 3 BY MIDNIGHT**)

(b) Quizzes

(c) Exams

(d) Other (e.g. Project, Attendance, Group Work)

## **6. Grading System**

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

## **7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

### **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### **STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each

School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://www.camosun.bc.ca/policies/E-1.5.pdf> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.