



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

***IST 205-Indigenous Intro to Social Work***

***Summer 2017***

**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(s)	Todd Ormiston and Rob Depriest (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:rdepries@uvic.ca">rdepries@uvic.ca</a>
(f) Website	D2L

**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 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

**3. Required Materials**

- (a) Texts:
- 1) Carriere, J. (2010). *Aski awasis/ Children of the earth: First Peoples speaking on adoption*. Black Point, N.S: Fernwood Publishing-available **online** in Camosun library

2) Bishop, A. (2002). *Becoming an Ally: Breaking the Cycle of Oppression in People*. London & New York: Fernwood Publishing.

3) Baskin, C. (2016). *Strong Helpers Teachings: The Value of Indigenous knowledges in the helping professions*. 2<sup>nd</sup> edition. Toronto, Ontario: Canadian Scholars Press.

- (b) Other: D2L-Students will have access to D2L (online) on the first day of class. This is used to navigate the themes of the course and to drop all your assignments into the electronic dropbox. This will also be available for students to post discussions with other students and the website is also used for instructors to communicate with students for the duration of this course. A tutorial will be provided by the College on the first day of classes (May 5).

#### **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 May 5, 2017- Defining and understanding Social Work**

**4:30-9:00 pm**

Introduction to D2L

Introductory Circle-Importance of relational responsibilities

Dinner

Building a Village/Community exercise

##### **What is Social Work?**

- a) Social Work History: An Indigenous and non-Indigenous historical analysis
- b) Types of social workers and places of employment
- c) The self is always first

**Readings:** Baskin Chapters 1 and 2

Closing of the circle

##### **Saturday May 6-Morning**

Check in-

Becoming an Ally and Understanding oppression- A beginning look

Readings: Bishop (Becoming an Ally) Chapters 1 and 2

Indigenous theorizing – Intro to the Medicine Wheel and Tlingit philosophies and how they apply to Social Work practice frameworks

##### **Lunch**

##### **The Role of Values and Ethics in Indigenous and non-Indigenous communities and Introductions to your groups for presentations-Todd (1-3 pm)**

-The philosophical foundations of Social Work

-What are Ethics?

-Indigenous Code of Ethics/ CASW Code of Ethics-A closer analysis -What are the similarities and differences?

**Readings on D2L:** Native and BCASW Code of Ethics-[http://www.hulitan.ca/codes\\_of\\_ethics.html](http://www.hulitan.ca/codes_of_ethics.html) and the CASW Code of Ethics:  
[http://www.casw-acts.ca/sites/default/files/attachements/CASW\\_Code%20of%20Ethics\\_0.pdf](http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics_0.pdf)

**Ethical Dilemmas**-Scenarios in groups- 5 dilemmas provided -groups formed on this day will also be the same for the group presentations assignment.

**Readings:** Baskin Chapter 6

The personal is political/Private troubles vs public issues-Indecent exposure film and discussion (Jane Elliott) **3:15-5:00pm.**

**Sunday May 7-Morning**

**Crafts-making medicine bags-9:30 am-12 noon with Zofia**

**Theories and Approaches to Social Work Practice from an Indigenous Lens (time permitting)**

- What is 'becoming an ally?'
- Generalist Social Work Practice
- Structural Social Work
- Strengths-based social work practice
- Critical Social theories: A Review

**Readings:** Baskin Chapter 4

**Readings:** <https://kwetoday.com/2011/11/23/public-issues-vs-private-troubles/>

Discussion to follow

**Lunch**

**Afternoon:**

**Sweatlodge Ceremony-Practicing wellness in our work and our lives**

**Friday May 19**

**Check in**

**Working in community**

- Student presentation 1
- **Readings-Chapter 8 Baskin book**

**Spirituality: The core of Indigenous worldviews**

- **Student presentation 2**
- Readings: Chapter 9 Baskin book
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**Self-care examination and ideas (small group work)**

Closing of the circle

**Saturday May 20-morning:**

A review of Aski Awasis/Children of the Earth: First People Speaking on Adoptions

- a) What are the key teachings you received from the book?
- b) How can you assist in maintaining/building identity within Indigenous children?

**Special Guest: Dr. Jeanine Carriere-author of the book**

## **LUNCH**

**Afternoon**

### **Indigenous Mental Health**

- Student presentation 3
- Readings: Baskin Book Chapter 10

### **Indigenous justice**

- Student presentation 4
- Readings: Baskin book Chapter 11

### **LGBTQ/ Two spirited**

- Student presentation 5
- Readings: Baskin Book Chapter 12

### **Closing of the circle**

**Sunday May 21**

**Personality dimensions- what type of personality are you? (resource booklet provided by Rob)**

### **Social Work Practice Skills-working with groups and communities-Part 1-Rob**

- **Role of a facilitator**
- **Group guidelines**
- **Stages of group development**
- **Group facilitation approaches**
- **Behaviors/ personalities within groups**
- **Managing group behaviors**
- **Discussion of 'appropriation'**

**Readings:** Baskin Chapter 13

## **Lunch**

### **Social Work Skills-working with groups and communities-Part two-Rob**

Final assignment particulars

Closing circle

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

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

### **(a) Assignments**

- 1) Critical Analysis and review of the book Aski Awasis-30 %. Due May 5 on D2L (or bring assignment on a memory stick to class)**

- 2) **Collaborative Oral presentation-Perceptions of Social Work theory and practice-30 %. Due in class as per dates below**
- 3) **Critical Analysis and review of a film – 40%-Due May 28 at midnight-No extensions given**

Particulars:

**1) Critical analysis and review of the book Aski Awasis Children of the Earth: First Peoples Speaking on Adoptions- 30 %**

Students are required to read the book Aski Awasis and provide a 6-7 page APA double spaced paper with a separate title page and separate Works cited page that includes three sources (one can be the book). The paper will essentially answer the following questions:

- A) What are the key teachings you received on the colonial effects of western adoptions on the dominant (western) child welfare and adoptions system on Indigenous children and families.
- B) In your emerging/future social work practice, how can you assist in maintaining/building identity with Indigenous children you work with? (or Consider how the Indigenous teachings/philosophies of Indigenous social work practice informs your social work area of interest such as health, justice, addictions, mental health, child protection etc.) **What can you do to become an ally with Indigenous children and families?**

Your three sources can come from any of the course readings or outside sources. Students will be expected to drop this into the Dropbox as a WORD or RTF file on the first day of the course, Friday May 5, 2017.

**2) Collaborative Group Oral presentation-Perceptions of Social Work theory and practice-30 %**

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

- Working in community-May 19
- Spirituality-May 19
- Mental Health-May 20
- Indigenous justice-May 20
- LGBTQ/Two spirited May 20

Students will present to the class for 45-50 minutes in their groups. Students can review the actual components as understood in the readings (in relation to your chosen theory) and then speak to how the theory informs your social work practice. How do these theories differ in Indigenous communities? Students **must research other sources external to the course** to inform your particular theory and practice chosen. Students are encouraged to refer to one current media article or news source in relation to your topic. Students are also expected to develop and present an Indigenous ethical dilemma to the class in your chosen area above (facilitate a discussion on how to work through that scenario). Students will be expected to maintain contact with your group members outside of class, D2L will be available for connecting as will Skype.

**3) Analysis of a Film- 40% due May 28 at midnight-No extensions permitted**

This assignment will entail writing a 6-8 page APA paper (plus an additional title page and Works Cited page) that explores the complex nature of power, identity in relation to a social issue (s). You are being asked to choose a movie from the list provided below. Consider the following questions when analyzing the movie-please include 4 of the questions for your paper and you should use heading reflecting the questions/ numbers BELOW for this assignment. Be sure to reference 3 course readings/materials in your discussion and support your responses using examples from the movie (for a total of 4 sources overall in the paper).

1. What attracted you to this movie?
2. Identify the private troubles and public issues portrayed in the movie.
3. How is oppression manifested in the story? Do any of the characters in the movie experience multiple oppressions?
4. How is power manifested in the story? That is, what types of power are evident, which characters appear to be the primary power holders, etc.?
5. Discuss the role of ideological power. What qualities/characteristics are considered desirable? Undesirable? How do you know this? How is language constructed to convey what is considered normal/abnormal? (Support your response with examples from the movie.)
6. Select a character in the story and discuss her/his apparent identities. What socializing influences have, or may have, helped to shape the character's identities? How does this character negotiate her/his identities throughout the movie? What strengths does s/he demonstrate?
7. If you were working as a social worker with this character, how would your work reflect an anti-oppressive practice stance? (Draw on readings, etc., from Week 5 to support your discussion.)
8. Consider your own social locations and identities. How, in your own life, have you benefited from and/or acted to disrupt the oppression which is depicted in the movie?
9. The mass media frequently uses films to consciously replicate or reproduce dominant pedagogy, even when they claim to offer a different perspective. Does this movie do this? Consider the following: Who produced/directed the movie? What are the potential implications of this? Are there messages in the movie that ultimately perpetuate the dominant ideal, for example, heterosexist love or the "American" dream? Did the filmmakers consciously manipulate certain representations of race, gender, class, sexual orientation, ability, and/or age? This occurs, for example, when the film uncritically portrays a character in a stereotypical way to produce a certain impact.

**Movie Titles**

<i>Once Were Warriors</i>	<i>Mississippi Burning</i>
<i>Crash</i>	<i>Smoke Signals</i>

<i>Rabbit Proof Fence</i> <i>The Colour Purple</i> <i>The Crying Game</i> <i>Whale Rider</i>	<i>Schindler's List</i> <i>Mask</i> <i>Philadelphia</i> <i>Brokeback Mountain</i> <i>American History X</i>
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**Note:** This part of the assignment is not meant to frighten or intimidate you, but rather to acknowledge that we each have different strengths and means of expression. Your creative piece will not be graded separately but, rather, considered as part of the whole. Have fun!

- (b) Quizzes-None
- (c) Exams-None
- (d) Other (e.g. Project, Attendance, Group Work)

Students must attend all classes in order to pass this course based on the type of delivery of the class (on weekends). The most a student can miss is 4 hours of the 42 hour delivery of this course. Small group work, student presentations, Indigenous pedagogies and circle sessions are utilized in this course. Late papers are subject to a 5 % penalty per day (excluding weekends) unless worked out with instructors in advance. Students cannot re-write a paper.

## 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.