



CAMOSUN COLLEGE
School
Department

IST 206-Indigenous Social Welfare
Summer 2017

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Todd Ormiston and Rob Depriest (TA)
(b) Office hours	Fridays 3:00-4:00pm
(c) Location	Ewing 204
(d) Phone	250-370-3122 Alternative:
(e) E-mail	ormiston@camosun.bc.ca and Rob on D2L
(f) Website	D2L- the course is on Friday June 02 from 4:30-9:00pm, Saturday and Sunday June 03 and 04 from 9:30 am-5:00 pm. Friday June 16 from 4:30-9:00pm and Saturday and Sunday June 17 and 18 from 9:30 am-5:00PM

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

- 1) Moran, B. (1992). *A Little Rebellion*. Vancouver BC: Arsenal Pulp Press.
- 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*. 2nd edition. Toronto, Ontario: Canadian Scholars Press.

(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 02, - Introduction to Social Welfare

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

Building a Village/Community exercise -timeline presented

Small group work- What are some policies by government that have oppressed or affected the well being of Indigenous peoples?

Report back-

Medicine bags

Dinner

Groups assigned for Collaborative Group Presentations assignment

What is Social Welfare?

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

Readings: The Restructuring of the Canadian State (1997)-see below

Website:

http://www.sd6.bc.ca/gss/library/public_html/SocialStudies/CdnHistory/Politics/can%20welf%20sys.pdf

Saturday June 03-Morning

Social Justice-Youth aging out of care.

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

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

Meeting in groups re: Group presentations

11:45 am Lunch

Afternoon: Two groups to discuss the questions for assignment one (Fishbowl assignment). This is based on the book A Little Rebellion. 45-60 minutes each group in inner circle.

An introduction to Social Welfare theory-Todd

Film: Where to Invade Next

Readings: https://en.wikipedia.org/wiki/Where_to_Invade_Next

Discussion to follow

Sunday June 04 –Morning

The role of the South Island Wellness Society
Special guest Jody Bauche

Website to review: <http://www.siws.ca/>

Activity: Meeting in groups re: Group presentations

Lunch

Indigenous child welfare and School of Social Work programming-Dr. Jacquie Green

Missing and Murdered Indigenous women and Indigenous men's wellness-

Readings: Website

http://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls.pdf

Afternoon:

Friday June 16

Caring for children/caring for families – Chapter 13 Baskin

- Student presentation 1

The power of Pedagogy-Chapter 14 Baskin

- Student presentation 2

Becoming an Ally-Understanding oppression

Readings: Chapter 4 and 6

Saturday June 17-morning:

Taking Back Research-Chapter 15-Baskin

- Student presentation 3

We are all related-International look at Indigenous policy-Baskin Chapter 16

- Student presentation 4

Lunch

Sweatlodge ceremony -1:30-4:20pm@ Vic Underwood's

Sunday June 18 -morning

Becoming an ally -Chapter 17 Baskin and Chapter 8 Becoming an Ally

- Student presentation 5

Closing circle-How do we work outside of the box?

Lunch

Medicine Bags making Willows beach

5. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

(a) Assignments:

Assignment one: Fishbowl Presentation and one page summary-30%

Presentation is June 3 after lunch (a one page assignment due June 4 by midnight on D2L)

Students will be required to read half of the book *A little Rebellion* by Bridgette Moran-students will be placed into two groups representing two halves of the class (these groups will be randomly assigned and students will be notified by e-mail/D2L). The first group will be expected to answer the questions below in the inner circle of the fishbowl (everyone will speak in the inner circle using the talking stick for 45-60 minutes). The other half of the class will sit in the outer circle and listen to the inner circle and think of questions to ask based on their discussion. After this 45-60 minute period, students in the outer circle can ask students in the inner circle questions based on the first half of the book. After a 10 minute break, students in the outer circle will switch places with the inner circle and answer the questions below in the same format as above:

Group one: Inner circle questions for chapters 1-10

- 1) What were the issues and policies Moran was confronted with (or that she identified) as a new and emerging social worker?
- 2) Based on the teachings in the book, how might you challenge systems/the bureaucracy and advocate for those living in poverty?
- 3) How will you practice self- care when helping and healing others?

Group two Inner circle questions for chapters 11-p.149

- 1) How did Moran challenge the policy issues she faced in her work as a social worker?
- 2) Based on the teachings in the book, how might you challenge systems/the bureaucracy and advocate for those living in poverty?
- 3) How will you practice self- care when helping and healing others?

Students are expected to hand in a one page (point form) summary answering these 3 questions (through D2L) as well as prepare a short (one minute) answer to each question in each class.

Assignment two - Collaborative Oral presentation-Perceptions of Social Work Welfare and Policy-30% Dates presenting as per below

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

- 1) Caring for children/caring for families-June 16
- 2) The power of Pedagogy-June 16
- 3) Taking Back Research-June 17
- 4) We are all related-International look at Indigenous policy-June 17
- 5) Becoming an ally-June 18

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 topic) and then speak to how the topic informs your social work policy analysis/practice (or how this informs how you will relate to Indigenous peoples/communities). Students must research other sources external to the course to inform your particular topic chosen and how this topic differs in Indigenous communities (3 sources needed). Students must add a References page at the end of their presentation (before their ethical dilemma slide) to show the sources used in the presentation. Students are expected to pose an ethical dilemma for the class on your theme. Students are also expected to pose this discussion question 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. Each group will be required to submit their Powerpoint to the D2L Dropbox. A maximum of a 4 minute youtube/video/podcast/interview can be shared in the presentations. It is expected that each student will present equally in your group presentations.

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

Grade: 40% 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 the Baskin book Strong Teachers Helpings, 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 three 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
2. Identification of some relevant social welfare policies
3. Identification of alternative points of view within article or introduced by student
4. Recommendation(s) for reform
5. Clarity of writing, organization, spelling, grammar, and use of APA style

(DUE JUNE 28 BY MIDNIGHT on D2L-NO LATE PAPERS ACCEPTED)

(b) Quizzes

(c) Exams

(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 (AFTER MIDNIGHT ON THE DUE DATE) are subject to a 5 % penalty per day 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.