

	<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>Summer 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)	Instructor:	Loren Sahara (Instructor), Robert Mahikwa (TA)		
(b)	Office Hours:	TBA		
(c)	Location:	WT234		
(d)	Phone:	778-676-7844	Alternative Phone:	
(e)	Email:	loren.sahara@camosun.bc.ca		
(f)	Website:	D2L		

2. Territory Acknowledgement

Camosun College campuses are located on the traditional territories of the Lkwungen and W SÁNEĆ 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/Recommended Reading Materials:

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

6. Course Delivery

This course follows an accelerated blended course delivery model comprised of independent home and online study, land-based learning, group work, group discussion, and in-class sessions. Students are responsible for managing their research and independent learning strategies including the completion of all assigned readings, and are expected to fully attend and participation in all in-class and land-based sessions/activities.

7. 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

Recommended 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 May 03, 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)

Recommended Additional Reading:

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

Saturday May 04, 2019

8:30am-9:00am **Opening Smudge Ceremony** (optional)

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

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

Required Readings:

[Strong Helpers'] Chapter 5: Centering All Helping Approaches. (pg. 101-118)

Recommended Additional Readings:

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

[Wicihitowin] Chapter 3: Indigenous-Centered Social Work (pg.42-62)

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

Sunday May 05, 2019

8:30am-9:00am **Opening Smudge Ceremony** (optional)

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

10:00pm-12:00pm **Being an Ally for and with 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-QlM0)

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

Recommended Additional Readings:

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

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

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

Recommended 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

2:45pm-4:00pm **Review Assignments #1 and #2**

4:00pm-5:00pm **Closing the Circle and group check-out**

Friday May 24, 2019

4:00pm-4:30pm **Opening Smudge Ceremony and Drum Song**

4:30pm-5:00pm **Group check-in.**

5:00pm-6:00pm **Presentation #1** (Assignment #2)

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

7:00pm-8:00pm **Presentation #2** (Assignment #2)

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

Required Readings: (see 'Required Readings for Group Presentations' below)

Saturday May 25, 2019

8:30am-9:00am **Opening Smudge Ceremony** (optional)

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

10:00am-11:00am **Presentation #3** (Assignment #2)

11:15am-12:15pm **Presentation #4** (Assignment #2)

12:15pm-1:15pm **Lunch** (potluck style: please bring what you can, if you can)

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

2:45pm-3:45pm **Presentation #6** (Assignment #2)

4:00pm-5:00pm **Closing the Circle and group check-out**

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

Sunday May 26, 2019

8:30am-9:00am **Opening Smudge Ceremony** (optional)

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

10:00am-11:30pm **Decolonizing Clinical Social Work Practice – PART 1.**

Required Readings:

[Strong Helpers'] Chapter 4: Current Theories/Models of SW as Seen... (pg. 75-100)
Sinclair, Raven. (2004) Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation. (pg. 49-61) – on D2L

11:30-12:30pm **Lunch** (potluck style: please bring what you can, if you can)

12:30am-1:30pm **Decolonizing Clinical Social Work Practice PART 2**

1:30pm-2:30pm **Review Assignment #3**

2:30pm-4:00pm **Closing the Circle and final group check-out**

8. Attendance and Participation Policy

Given the unique pedagogical approaches to this course which includes collaborative group work, weekend-intensive sessions, and a co-creative cooperative learning environment, students are required to attend all weekend and on-campus sessions to pass the course.

Any missed class time, whether full or partial must to be communicated and confirmed with Instructor in advance. This includes showing up 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 their individual and collective responsibilities in group discussions and the group assignment.

9. Basis of Student Assessment (Weighting)

ASSIGNMENT #1 – Personal Self-Reflection Paper (25%)

Due Date: Uploaded to D2L on or before Wednesday May 08, 2019 by 11:59PM

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

- 1) What values, ethics, interests, experiences, culture, beliefs, self-location, and/or worldviews that motivated you to study Indigenous Social Work?
- 2) What are some ways in which Social Workers can work with Indigenous Peoples (individuals, children, youth, adults, families, Elders, communities) in a manner that is harmonious with Indigenous ways of knowing and being?
- 3) How might the above responses inform your current/future social work practice?

In addition to above questions, and to the best of your ability, indicate in your paper the type(s) of social service organization(s) where you see yourself working with Indigenous Peoples (individuals, children, youth, families, Elders and/or communities). As a self-reflection paper, using first-person (“I” statements) is expected for this paper, and APA formatting is required.

Students are encouraged to divide their paper using **headers** (no more than one sentence). Students are also expected to incorporate course readings throughout their paper (at least two sources, and with proper APA in-text citation and referencing).

Students will submit using the corresponding D2L drobox. Please submit assignments in a Word (.doc) format. A grading criteria rubric will be provided in class.

ASSIGNMENT #2 – Collaborative Group Presentations (35%)

Due Date: one member from each group will submit the appropriate materials for the entire group in D2L by 11:59PM the day of their presentation. Each group will have a different presentation topic and presentation date which will be assigned in class.

In groups of 4-6 people (preferably mixed Indigenous and Ally members), students will present on one of the following topics from an Indigenous and/or Ally Social Worker perspective and praxis (theory and practice). Presentations must be at least 40mins (50mins max) and should include an opportunity for fellow students to ask questions at the end of the presentation.

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

Groups may present their topic in whatever form they wish but are encouraged to consider utilizing a mix of techniques such as land-based learning (confirm time-frame with instructors), powerpoint/prezis, audience interaction and participation, videos, role-plays, discussions, arts and crafts, and so on. Please note that the total runtime of all videos must be 5mins max.

Group using powerpoint or prezis (or otherwise a slideshow) must include in-text APA citations in the slides and must include a reference page at the end of the presentation. The presentation will also be submitted in full to D2L by one group member for a shared-final mark.

Groups **not** using any powerpoint or prezis must provide a 3-4 paged summary (not including title page and reference page) APA-formatted, detailing each component of their presentation, provide a rationale, and identify those citations/references that informed the process. This summary paper will be submitted to the D2L by one group member on behalf of everyone for shared-final mark.

All groups are expected to use at least 1 scholarly or peer-viewed sources not already included in the required course materials and readings. Topics must be presented a clear and comprehensive manner that emphasizes and incorporates Indigenous Social Work theory and practice. Group member are also expected to present equally. A grading criteria rubric will be provided in class.

ASSIGNMENT #3 Critical Analysis of a Film from an Indigenous Social Work Lens (40%)

Due Date: Submit to D2L on or before Sunday June 02, 2019.

Given the short time frame in which grades must be submitted to the department at the end of this course, students are unlikely to receive any extensions for this assignment. If this is a concern, please notify your Instructor asap

Students will submit a 6-8 page paper (not including a title page and reference page), APA formatted, discussing how they will/would apply a critical Indigenous Social Work theory and practice to a self-selected character from a chosen film below (students are welcome to pick a film not listed below; however, please confirm your selection with you Instructor in advance). Students are expected to draw on the values, perspectives, ethics, concepts, theories, reading materials, and topics discussed and presented throughout this course.

Students will include at least 2 external scholarly or peer-reviewed sources (outside of those already found in the course materials). Student as also expected to use first-person “I” statements in this paper. Unless absolutely necessarily, student should use paraphrasing, summarizing, or ellipses when using direct quotes that exceed 5 lines/sentences of dialogue from a citation. The use of **Headers** for each section of the paper (no more than one sentence each) is acceptable and highly encouraged.

Assignments must include the follow three sections:

- 1) Describe the character you selected and include what stage in their life (in the film) you are working with them as their social worker. From an Indigenous social work perspective what factors have (or may have) shaped the character’s situation?
- 2) What is it about your own self-location (values, worldviews, experiences, social status, culture, geography, etc) attracted you to this film and to the character?
- 3) For the bulk of this paper, discuss how would you go about helping this character as their social worker working from an Indigenous social work praxis (theory and practice)? Provide specific examples and rationale.

Recommended Movie Titles

<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>

10. Late Assignments

All late assignments are subject to a 5% penalty for each day it is late unless otherwise agreed upon with your Instructor in advance.

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. (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 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.