



Course Number	SOWK 555.16 S05	Classroom	Online
Course Name	Social Work Among Aboriginal Peoples		
Day(s) & Time	August 31 <sup>st</sup> – October 7 <sup>th</sup> – Course is online content with scheduled Zoom sessions as per the times and dates in the course outline.		
Instructor	Instructor: Ralph Bodor TA: Stephanie Tyler		
U of C E-mail	<a href="mailto:rcbodor@ucalgary.ca">rcbodor@ucalgary.ca</a> <a href="mailto:Styler_research@outlook.com">Styler_research@outlook.com</a>	Phone	780.686.0431

#### SYLLABUS STATEMENT

This course focuses on traditional and contemporary *iyiniw* (First Peoples, people of the land) approaches to social work practice which incorporates the emotional, physical, mental and spiritual aspects of the individual. Students will be immersed into *iyiniw* approaches to counselling through the teachings of Elders and the use of the *nehiyaw* (Cree) language and culture. Information will be provided with respect to the various initiatives and strategies that are being undertaken by *iyiniw* people to revive and maintain their culture, language, and way of life. These concepts will be explored in the context of social work theory and practice.

#### COURSE DESCRIPTION

This course is intended to provide students with the opportunity to learn about traditional *iyiniw* values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully to assist their development of knowledge in *iyiniw* worldview, culture, and way of life. Students will gain knowledge in *iyiniw* pre-contact and post contact life, with emphasis on oppressive social policies, and the contemporary impacts of colonialism. With the guidance of protocols, traditional teachings, Elders, guest speakers and instructional support, students will have the opportunity to understand the importance of relationships when practicing social work with *iyiniw* individuals, families, and communities. Students will gain a deep appreciation for the *iyiniw* worldview and, at the conclusion of the course, be able to give voice to this perspective through their learning experiences.

#### COURSE LEARNING OUTCOMES

At the completion of this course, students will be able to:

1. Identify the role that beliefs, values, and worldviews play in ceremony and relationships for *iyiniw* people and communities.
2. Understand the role of Ceremony and the helping roles of *oskapewisak*.
3. Acquire an awareness of the long-term, trans-generational consequences of Residential Schools.
4. Understand how collective relationships are a healing and celebration process.
5. Achieve an awareness of the meanings and teachings underlying various *nehiyaw* (Cree) ceremonies including Sweat Lodges, Pipe Ceremonies, and Community Feasts.

6. Develop a self-awareness of how cultural experiences can be integral to the therapeutic process and community health.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

- 1) Makokis, L., Bodor, R., Calhoun, A., Tyler, S. (2020) *ohpikinâwasowin: Growing a Child: Implementing Indigenous Ways of Knowing with Indigenous Families* Paperback – Fernwood Publishing. Text is available via Amazon.ca and U of A Bookstore.
- 2) Makokis, L., Bodor, R. (2005) *awina kiyaw* Published By: University of Blue Quills. Please call 1-888-645-4455 to order the book.
- 3) All other readings etc. as posted on the D2L site are required readings.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

This course has a minimal relationship to other courses in the program.

## CLASS SCHEDULE

### Module One - Introduction

Knowledge Unit 1: Course Outline, Online Module Material, and *ohpikinâwasowin*, etc.

Zoom Session 1: Wednesday, September 2<sup>nd</sup>: Group One 5:00 – 7:00 pm / Group Two 7:00 – 9:00 pm

Zoom Topics: Introductions, Intro to Course, Readings, Assignments, Questions. Who am I? How is this class going to help my practice? What would I like to learn? (Ralph, Stephanie, Kristina)

### Module Two – Pre-Contact

Knowledge Unit 2: Pre-contact, Smudge Video, Mother Earth Video, Natural Laws Video, Seven Teachings Video, Ceremony Video, Traditional Parenting Video, Turtle Lodge Teachings Video, Women’s Roles Video, Language Video, Teaching Stories Video, *omanitew* and Prophecy Video, Colonization Circle, etc.

Zoom Session 2: Wednesday, September 9<sup>th</sup>: Group One 5:00 – 7:00 pm / Group Two 7:00 – 9:00 pm

Zoom Topics: How do we incorporate the teachings into practice? (Ralph, Kristina, Stephanie)

### Module Three - Colonization

Knowledge Unit 3: Tim's Speech, Residential School Documents, BBQ Area Video, GWTCB Video, Leona's article, Metis History, etc.

Zoom Session 3: Wednesday, September 16<sup>th</sup>: Group One 5:00 – 7:00 pm and Group Two 7:00 – 9:00 pm

Zoom Topics: Colonization Process, Story Behind GWTCB, Metis Experience (Ralph, Stephanie, Kristina, Kaila)

### Module Four - Trauma

Knowledge Unit 4: Trauma (Carolyn)

Zoom Session 4: Wednesday, September 23<sup>rd</sup>, Group One 5:00 – 7:00 pm and Group Two 7:00 – 9:00 pm

Zoom Topics: Trauma (Carolyn, Stephanie, Ralph)

### Module Five - Language

Knowledge Unit 5: Language, Language Article, Workbook Assignment (as journal entry for that week), Language Articles and Resources, etc.

Zoom Session 5: Wednesday, September 30<sup>th</sup>, Group One 5:00 – 7:00 pm and Group Two 7:00 – 9:00 pm

Zoom Topics: Language, Language Assignment (Kristina, Stephanie, Ralph)

### Module Six – Ceremony and Healing

Knowledge Unit 6: Ceremony, Healing, Star Blanket Video (Jeff), Walking Out Ceremony, Miyo Resource, etc.

Zoom Session 6: Wednesday, October 7<sup>th</sup>, Group One 5:00 – 7:00 pm and Group Two 7:00 – 9:00 pm

Zoom Topics: Being an Ally, Relationship Mapping, Indicators, Closing Circle (Ralph, Kristina, Stephanie, Kaila)

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **ASSESSMENT COMPONENTS**

### **Assignment #1 (40%)**

Students will be expected to complete and submit weekly emailed journals (With the exception of September 25<sup>th</sup>) for each module of the class, beginning Friday, September 4<sup>th</sup>. Journals will be submitted by 11:00 pm. each Friday to the Instructor of Record by email ([rcbodor@ucalgary.ca](mailto:rcbodor@ucalgary.ca)) and will be returned to the student on the following Thursday by 4:00 pm with a grade and/or comments and questions by one of the instructors.

Students can use the journals and the written interaction with the instructor to:

- Explore their learning and experiences for each week.
- Document their responses and reactions to various teachings.
- Express their concerns, personal challenges, and successes.
- Discuss/explore ideas presented in the course readings.
- Answer questions that may be posed by the instructor of record in the journal.

There will not be a set number of pages required for each journal entry; however, students will be expected to use the journal as a self-awareness tool to determine their own process of learning, change, and challenge.

The instructors will be looking for **depth of self-awareness, honesty and clarity of understanding.**

All of the journal submissions are confidential between the instructors and the student.

Assignment #1 Due Dates: Weekly at 11:00 pm beginning 1) Friday, September 4<sup>th</sup>, 2) Friday, September 11<sup>th</sup>, 3) Friday, September 18<sup>th</sup> and 4) Friday, October 2<sup>nd</sup>. (There will not be a “journal” due September 25<sup>th</sup>, see Assignment #2 below)

**Assignment 1 Value: Four journals at 10% each – total 40% towards the final grade.**

### **Assignment #2 (10%)**

Students will submit, on September 25<sup>th</sup>, an assignment based on the *nehiyaw* language module. More information regarding this assignment will be provided in class.

**Assignment #2 Value: 10% towards the final grade.**

### **Assignment #3: Discussion Posting (20%)**

Students will be required to access the D2L site and, on a per module weekly basis, post the minimum of one (1) comment on that week’s module content and respond to a minimum of two (2) postings by other students. These are the minimum requirements; students are encouraged to enter into various discussions and respond to other postings. All postings and responses must be completed by 11:59 pm, October 9<sup>th</sup>. The discussion forum will be permanently closed at midnight on October 9<sup>th</sup>.

**Assignment #3 value towards final grade for this course: 20% (5% per minimal postings/response).**

### **Assignment 4: Indigenous Practice Paper (30%)**

The purpose of this assignment is to allow students an opportunity to enhance their understanding about the multiple and long-term impacts of colonization, oppression and assimilation on *iniyiw* people in Canada and the potential role of social work in the process of healing and reconciliation.

Select a relevant (to First Nations, Métis and/or Inuit in Canada) social issue that you are passionate about. Drawing on key concepts from the assigned readings, Zoom sessions, emails, conversations and your research relevant to the topic/issue; 1. Briefly explore the history of the issue, 2. Discuss the long-term impact on Indigenous people in Canada (generational, trans-generational, spiritual, mental, emotional, physical, environmental), and, 3. Explain how you, as a social worker, could assist the Indigenous community with this issue. Be sure to explore any preconceptions you may have had about the issue and Indigenous people and reflect on what you have learned and whether your perception has changed or stayed the same while in this course. You should also focus on research relevant to your topic, and whether or not you agree/disagree with the research.

BE SPECIFIC about your role as a social worker in relationship to this issue – in the 3rd section, you must write from a first-person singular perspective. This section should form a major part of your paper.

If you are non-indigenous, define your role and responsibilities as an ally and include a discussion of your understanding (from the course or personal experience) of the connections between ceremony and healing, and how you would participate/support ceremony and healing with Indigenous clients.

Please note that this assignment has a clinical practice focus – not a historical focus. For example, while it is fine to refer to Residential Schools in the paper, it is the impact and, more importantly, your

understanding of the impact and your personal and professional response to the issue that is required in the paper. Please refrain from simply describing historical events and instead focus on their significance and meaning both within a social work framework as well as personally.

Each student must submit a 10-page paper (excluding references) **due at midnight on Sunday, October 18<sup>th</sup>, 2020**. (In other words, you have all day Sunday to complete the paper) A minimum of 8 scholarly references (peer-reviewed journal articles, texts, etc.) are required of which **at least 4** have been written by Indigenous scholars and the paper **must** be written in full APA (7<sup>th</sup> ed) format.

Writing skills will be a significant factor in the grading, so ensure you edit your final submission thoroughly for issues such as typos, errors, verb use, tenses, plural/singular use, spelling, formatting, etc.

Papers must be submitted by the deadline by email to [rcbodor@ucalgary.ca](mailto:rcbodor@ucalgary.ca)

**Assignment #4 value towards final grade for this course: 30%**

#### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically as per the instructions in the course outline. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

#### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction.

#### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

#### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

## WITHDRAWAL DATES

No refunds for withdrawal from **this course** after August 31, 2020. The last day to add or swap this course is Monday August 31, 2020. The last day to withdraw with permission is 4:00 p.m. Wednesday October 7, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

If a student is interested in a particular subject area of the course, and wishes to learn more, additional readings can be provided upon request.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is



prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**