

<b>Course Number</b>	<b>SOWK 555 S05</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Social Work Among Aboriginal Peoples</b>		
<b>Day(s) &amp; Time</b>	<b>Mondays (Sept 13<sup>th</sup> – October 25<sup>th</sup>) 5-7pm or 7-9pm</b>		
<b>Instructor</b>	<b>Instructor: Ralph Bodor TA: Stephanie Tyler</b>		
<b>U of C E-mail</b>	<a href="mailto:rcbodor@ucalgary.ca">rcbodor@ucalgary.ca</a> <a href="mailto:stephanie.tyler1@ucalgary.ca">stephanie.tyler1@ucalgary.ca</a>	<b>Phone</b>	<b>780.686.0431</b>

### SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

### COURSE DESCRIPTION

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.

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 Fernwood (hardcopy, pdf and ebook) and via Amazon.ca.
- 2) All other readings etc. as posted on the D2L site are required readings. There will be a substantial number of additional 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.

**IMPORTANT NOTE:** As a consequence of the size of the class, the students will be divided into two groups for the Zoom sessions. The First group will meet from 5:00 – 7:00 pm and the Second Group will meet from 7:00 pm – 9:00 pm – both on Monday evenings as per the course outline.

The students will be randomly divided onto two groups. If a student wishes to be in a specific group, they are welcome to contact students in the other group to arrange a trade. If a change is agreed, both students need to email the Instructor or the Teaching Assistant and let them know.

## RELATIONSHIP TO OTHER COURSES

This course is related to some of the practice themes identified in SOWK 410/411 (Social work with Indigenous Populations) and Social Work and Critical Perspectives. This course also encourages students to identify possible contrasting worldviews from other course material taught in the program.

<b>CLASS SCHEDULE</b>			
Date	Topic	Required Readings	Assignments
Monday, September 13 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	<b>Introduction:</b> 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?	Students are expected to review all material posted to this module on the D2L site.	<b>Friday, September 17 Reflection Journal #1 due by 11pm</b>
Thursday, September 16 Friday, September 17	Last day to drop a class without financial penalty. Last day to add or swap a course.		
Monday, September 20 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	<b>Precontact:</b> How do we incorporate the teachings into practice?	Students are expected to review all material posted to this module on the D2L site and read <b>Chapter One</b> of textbook.	<b>Friday, September 24 Reflection Journal #2 due by 11pm</b>
Monday, September 27 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	<b>Colonization:</b> Colonization Process, Story Behind GWTCB, Métis Experience, Indigenous Wisdom-Sharing Framework	Students are expected to review all material posted to this module on the D2L site and read <b>Chapter Five</b> of textbook.	<b>Friday, October 1 Reflection Journal #3 due by 11pm</b>
Monday, October 4 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	<b>Trauma:</b> Intragenerational Trauma, Indigenous healing (Guest Instructor)	Students are expected to review all material posted to this module on the D2L site and read <b>Chapter Six</b> of textbook.	<b>Friday, October 8 Reflection Journal #4 due by 11pm</b>
Monday, October 11	<b>Thanksgiving – No classes</b>		
Monday, October 18 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	<b>Language:</b> <i>nehiyaw</i> Language, Relationship Mapping, Language Assignment	Students are expected to review all material posted to this module on the D2L site and read <b>Chapter Six</b> of textbook.	<b>Friday, October 22 Assignment 2: nehiyaw language due by 11pm</b>
Monday, October 25 Zoom: Group One 5:00 – 7:00 pm Group Two 7:00 – 9:00 pm	Ceremony and Healing: Being an Ally, Indicators, Closing Circle	Students are expected to review all material posted to this module on the D2L site and read <b>Chapter Three</b> of textbook.	<b>Friday, October 29 Assignment 3: Discussion Forum Friday, November 8</b>  <b>Assignment 4: Indigenous Practice Paper</b>
December 9	Last day to withdraw from a course.		

Please note important dates for Fall 2021

- Block Week: Monday, August 30 to Friday, September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

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

### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **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: Reflection Journal**

**Due: Friday Sept 17, 24, Oct 1, 8 by 11:00pm**

**Weight: (10% each – total 40%)**

Aligned Course Learning Outcomes: 1, 4, 6

Associated Modules: 1, 2, 3, 4, 6

#### Assignment Description:

Students will be expected to complete and submit weekly emailed journals (With the exception of October 18<sup>th</sup>) for each module of the class, beginning Friday, September 24<sup>th</sup>. Journals will be submitted by 11:00 pm each Friday to the Instructor of Record by email (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.

\*All journal submissions are confidential between the instructors and the student.

#### Assessment Criteria:

Length: 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.

Format: APA 7<sup>th</sup> edition

Grading: The instructors will be looking for depth of self-awareness, honesty, and clarity of understanding. Students should NOT use the journal simply to repeat what was covered in class or coursework. The journal is about the impact of what has been learned or shared in the course.

### **Assignment #2: *nehiyaw* language**

**Due: Friday, October 22 by 11:59pm**

**Weight: 10%**

Aligned Course Learning Outcomes: 2, 5.

Associated Module: 5

#### Assignment Description:

Through the learning you have received throughout the course generally and in “Module 5 – Language” specifically, students should have an understanding about the importance of language in serving Indigenous children and families; both in terms of actual use and the Indigenous worldviews and teachings that are embodied in the language. Beginning an interaction with Indigenous children and families in the *nehiyaw* language demonstrates respect and honoring.

The purpose of this oral assignment is to provide students with the opportunity of becoming familiar with the *nehiyaw* language by learning and practicing how we introduce ourselves in *nehiyaw*. Using the provided recordings in “Module 5 – Language”, students will learn how to say:

1. *tanisi* (Hello, how are you)
2. Stephanie Tyler *nitsiyihkâson*. (My name is \_\_\_\_\_.)
3. Edmonton *ohci niya*. (I am from \_\_\_\_\_.)
4. *miyo kisikaw*. (It is a good day!)
5. *ekosi maka*. (I am done speaking.)
6. *ekwa kiya nitotem*. (And you, my friend?)”

\*Note: in *nehiyaw* the order of the words is less linear than English. It would be fine in *nehiyaw* to say “Shoes hers red are” or a variation of that. Hence, in some of the examples above, the order of the English translation does not match the order of the *nehiyaw* example.

#### Recording and Submitting Instructions:

To record and submit your language introduction on D2L:

1. Go to ‘Assessments’ and select ‘Dropbox’.
2. Click on ‘Assignment 2: nehiyaw language’ and select ‘Record Audio’.
3. Press ‘New Recording’ to begin recording and ‘Stop Recording’ when finished (It will automatically playback what you have recorded).
4. When you are happy with how your recording sounds, press ‘Add’. You will need to insert a title (ex. My introduction in nehiyaw), you do not need to add a description and click ‘Add’.
5. Then press ‘Submit’ to and ‘Done’ to submit your assignment (click ‘yes’ when asked if you or the university owns the copyright).

#### Assessment Criteria:

Students will be graded on clarity, pronunciation, enthusiasm, and confidence!

### **Assignment 3: Discussion Forum**

**Due: Friday October 29 by 11:59pm**

**Weight: (5% per minimal postings/response – total 20%)**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Associated Modules: 1, 2, 3, 4, 5, 6

#### Assignment Description:

To reflect on course content and explore applications to social work practice, students are invited to participate in online discussions with one another on D2L. Students can choose to reflect on their learning or questions they have from the weekly module and may choose to share reflections from their journal. Students will be required to access the D2L site and, on a

per module weekly basis, post the minimum of one (1) posting on that week's module content and respond to a minimum of two (2) other students. All postings and responses must be completed by 11:59 pm, October 29<sup>th</sup>. The discussion forum will be permanently closed at midnight on October 29<sup>th</sup>.

Assessment Criteria:

While the minimum weekly requirements are 1 posting and 2 responses, students are encouraged to enter other discussions and respond to additional postings. Students will be graded on depth of reflection and engagement.

**Assignment 4: Indigenous Practice Paper**

**Due: Friday, November 8 by 11:59pm**

**Weight: 30%**

Aligned Course Learning Outcomes: 3, 5, 6

Associated Modules: 5, 6.

Assignment Description:

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)
3. Explain, in more detail, 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.

Assessment Criteria:

Length: 10-page paper (excluding references and cover page)

References: 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.

Format: For the purposes of this course only the final assignment can be written in either full APA (7<sup>th</sup> ed) format **OR** in an Indigenous Wisdom-Sharing Framework (IWSF) format.

The instructions and formatting for an IWSF paper will be covered in detail during one of the Zoom sessions.

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

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

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**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 on writing skills and on content. 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 or IWSF 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.htm>

#### 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

#### 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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

#### **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