



**Fall 2021**

Course Number and Name: SOWK 555.30 S03 Reconciliation and Indigenous Child Welfare

This course is offered through the First Nations University of Canada.

Course title at First Nations University: INSW 495 Reconciliation in Indigenous Child Welfare

Classroom: Online Course - No Web-conference

Class start and end dates: Tuesday, September 7 – Thursday, December 9, 2021

Instructor: Jason Albert

Email: [jalbert@fnuniv.ca](mailto:jalbert@fnuniv.ca)

*The enclosed course outline follows the First Nations University of Canada course outline guidelines; however the academic policies and procedures of the University of Calgary will apply to University of Calgary students enrolled in this course.*  
**In addition, the University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion table will be used.**

**University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion table:**

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

Please see below for the course outline offered through the First Nations University of Canada.



## SCHOOL OF INDIGENOUS SOCIAL WORK

**Fall 2021**

### **Reconciliation in Indigenous Child Welfare**

**COURSE NUMBER:** INSW 495-397/s97  
**FORMAT:** Online  
**INSTRUCTOR:** Jason Albert  
**PHONE:** 1-800-267-6303, ext. 5487  
**FAX:** (306) 931-1849  
**EMAIL:** jalbert@fnuniv.ca

---

#### **CALENDAR DESCRIPTION:**

*“Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country”* This course will look at the role of Reconciliation in Indigenous Child Welfare and what can be done to support Indigenous people in the reconciliation process.

This course also examines the history of the Indigenous child welfare system, focusing on policies, programs, and jurisdictional issues. The development of the Indigenous child welfare system is also looked at. This course will examine the over-representation of Indigenous children in the welfare system, with an emphasis on colonization and the historical policies affecting Indigenous people and how reconciliation supports Indigenous people as they heal from the negatives effects of colonization.

The course is broken up into four areas: History of Indigenous Peoples, Reconciliation and Decolonization, Indigenous Child Welfare and Indigenous Social Work. Each area discusses and focuses on issues affecting Indigenous people. The first section focuses on the history of Indigenous people. It is important to understand the historical nature of Indigenous people as it relates to society and social work. The second section focuses on Reconciliation and the different aspect of it. There is also a focus on Decolonization and its role in social work. It is important to develop an understanding of the process of Reconciliation and why Decolonization is equally as important. The third section concentrates on Indigenous Child Welfare. Attention is given to the historical nature of this issue, along with the different issues affecting Indigenous people in child

welfare. Finally, the last section of the class will examine Indigenous social work and its relation to Indigenous child welfare and Indigenous people.

### **LEARNING AIMS & OBJECTIVES:**

Students will:

- Understand the concepts of Indigenous social work and its application to working with Indigenous communities, groups, individuals, and self,
- Recognize the process of Reconciliation and Indigenous Social Work,
- Recognize the history Indigenous people and Indigenous child welfare,
- An understanding of decolonization and its importance to Indigenous communities,
- An understanding of Indigenous social work and its role in past, current and future of Indigenous child welfare.

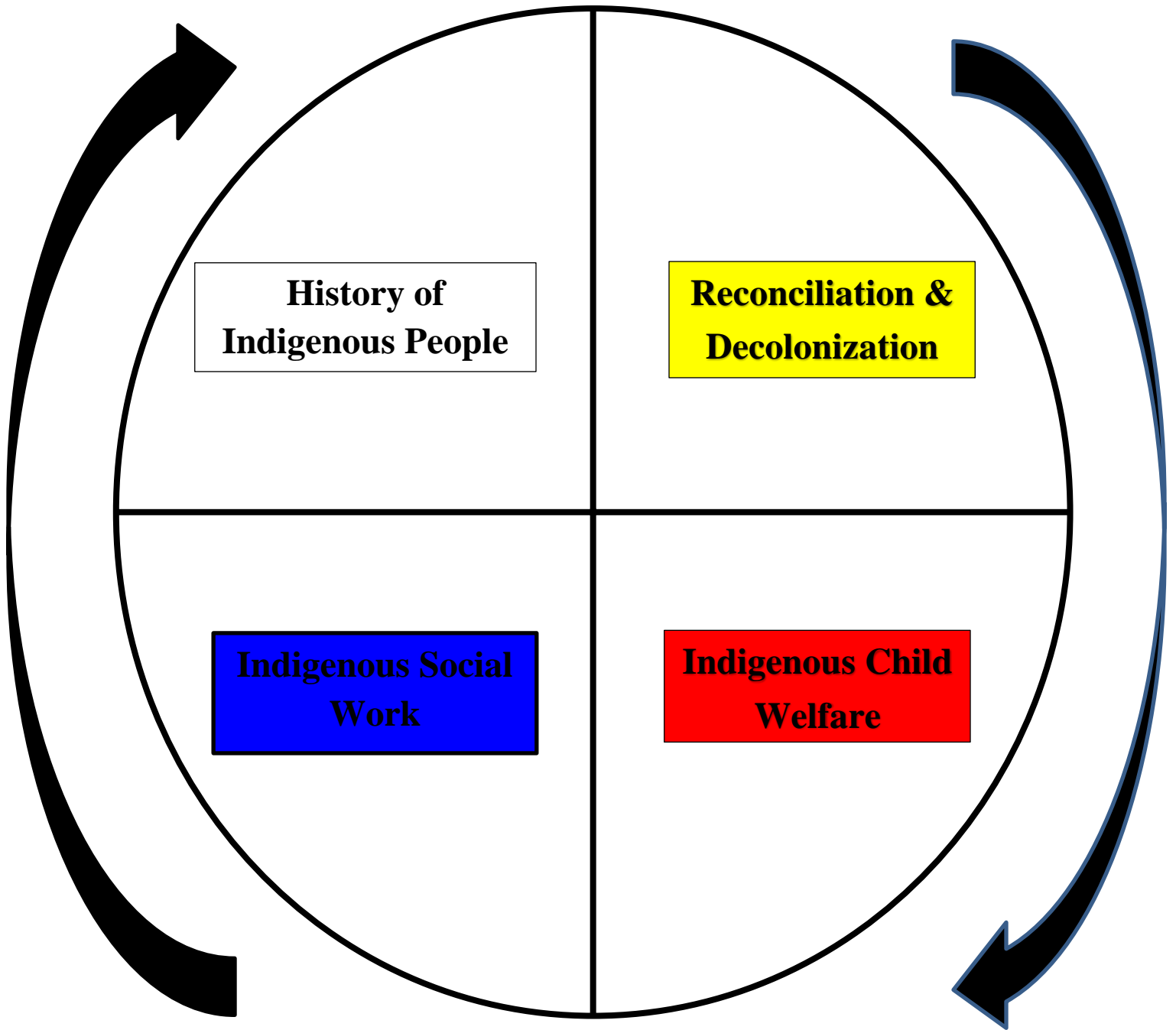
### **RELATIONSHIP TO OTHER COURSES:**

This course is offered as an elective, through the School of Indigenous Social Work, in the social work faculties at the University of Regina, Manitoba, Calgary and First Nations University of Canada.

### **REQUIRED TEXTS:**

There is no textbook for this course, please refer to course for required readings.

# Reconciliation in Indigenous Child Welfare



## **COURSE GUIDE**

### **HISTORY OF INDIGENOUS PEOPLE: NORTH – WHITE, WINTER**

This section of the course begins with Self-Location, in which students identify where they come from and their background. This self-location is common within Indigenous communities and provides a context of everyone's reality. There is also an examination of the historical, social, cultural and political context of Indigenous and non-Indigenous perspectives, along with the different Indigenous issues in Canada. There are a number of articles and videos that speak to the different aspects of Indigenous people and their perceptions in Canada. Also, it is important to look at all aspects of Indigenous reality and understand where this perception originates. This module consists of three weeks and titled: Self-Location, Indigenous People and Indigenous Perceptions and Reality. There is also a required reading in Week 2 & Week 3, along with a Discussion Board response each week.

#### **Week 1 - Introductions – Self Location**

Overview of Indigenous people and Indigenous social work (Course outline, principles of learning & teaching, clarification of expectations)

Historical, social, cultural and political contexts (Indigenous and Non-Indigenous Perspectives)

#### **Week 2 – Indigenous People**

Indigenous People in Canada

Indigenous Issues in Canada – Video

Top 5 Indigenous Issues all Canadians should care about – Article

##### **Required Readings:**

1. Stabler, J. (2010). Canadian identity and Canada's residential school apology. *York University*.

#### **Week 3 – Indigenous Perceptions and Reality**

Anti-racist and Anti-oppressive Social Work

Our Canada – Are We Racist? – Video

Influence of the Westernized World on Indigenous People

I admit it: I hold racist views about Native people in Canada – Article

##### **Required Readings:**

1. Sinclair, R., & Albert, J. (2008). Social work and the anti-oppressive stance: Does the emperor really have new clothes? *Critical Social Work*, 2008 Vol. 9, No. 1.

## **RECONCILIATION AND DECOLINZATION: EAST – YELLOW, SPRING**

### **Week 4 – Reconciliation**

What is Reconciliation – Video

The Reconciliation Process in Canada

TRC – Calls to Action: Specific to Education & Social Work

Stolen Children – Residential School Survivors Speak Out – Video

#### **Required Reading:**

1. Partridge, C. (2010). Residential schools: The intergenerational impacts on Aboriginal peoples. *Native Social Work Journal*, Vol. 7

### **Week 5 – Decolonization**

What is Decolonization?

Decolonizing Social Work Video

Towards a New Relationship - Toolkit for Reconciliation/Decolonization of Social Work Practice at the Individual, Workplace, and Community Level

#### **Required Readings:**

1. Tamburro, A. (2013). *Including decolonization in social work education*. *Journal of Indigenous Social Development*, 2(1).

### **Week 6 – Decolonization**

Decolonizing the Mind – Yellow Bird

Decolonization of Social Work Practices

### **Week 7 - Truth and Reconciliation – Resources**

The Secret Path: Chanie Wenjack – Video

The lonely death of Chanie Wenjack - Article

Gord Downie's not-so-Secret Path to truth and reconciliation – Article

The other residential school runaways – Article

## **Week 7 – Social Justice**

What is Social Justice? Social Welfare?

Bill C-31 and its effects on Indigenous Social Work and Child Welfare

Social Justice Advocates in Indigenous communities

## **INDIGENOUS CHILD WELFARE: SOUTH – RED, SUMMER**

### **Week 8 - Indigenous Child Welfare – Historical Context**

The Sixties Scoop / Indigenous Child Welfare – Video

Indigenous children for sale: The money behind the Sixties Scoop – Article

Child Welfare Unfair for First Nations –Video

#### **Required Readings:**

1. Sinha, V. & Kozlowski, A. (2013). The Structure of Aboriginal Child Welfare in Canada. *The International Indigenous Policy Journal, 4(2)*.

### **Week 9 - Jordan's Principle**

Jordan's Principle – APTN Video Part 1

Jordan's Principle – APTN Video Part 2

Jordan's Principle – Brief History

#### **Required Reading:**

1. A Call to Action from Jordan's Principle Working Group: Chapter 1

## **INDIGENOUS SOCIAL WORK: WEST, BLUE, FALL**

### **Week 10 – Indigenous Child Welfare**

The stunning number of First Nations kids in Foster Care

Consent: How one mother beat the child welfare system and got her kid back

### **Week 11 - Indigenous Social Work Practice**

Indigenous Social Work

Indigenous Social Work Practice and Social Work Competence

## Fighting Foster Care

### **Required Reading:**

Baskin, C. (2006). Aboriginal world views as a challenges and possibilities in social work education. *Critical Social Work*.

## **Week 12 - Indigenous Social Work and Mental Health Issues**

Impact of colonization on Aboriginal Mental Health – Video  
Residential schools to blame for problems plaguing aboriginals: Truth and Reconciliation Commission – Video and Article

### **Required Readings:**

Bombay, A., Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma. *Transcultural Psychiatry*, Vol. 51(3), p. 320-328

## **Week 13 - Trauma and Indigenous Social Work**

A residential school survivor shares his story of trauma and healing – Globe and Mail Video  
Social Work with Aboriginal Children in a Trauma informed way – Video  
Indigenous children removed from homes in the 1960's begin to heal – Article

### **ASSIGNMENTS AND EVALUATIONS**

**\*\*All assignments are mandatory.**

<b>Assignment</b>	<b>% of Total Grade</b>	<b>Due Date</b>
1. Required Readings	20%	Weekly Contributions
2. Mini-Essay	10%	September 27, 2021
3. Research Paper	25%	November 1, 2021
4. Discussion Board	15%	Weekly Contributions
5. Final Exam	30%	Due Dec 20, 2020, 11:59pm.
<b>Total</b>	<b>100%</b>	



## **Required Readings** **20%**

Students will be expected to submit a half page synopsis on the weekly required readings. Students will be expected to hand the assignment on the corresponding week, no submission for a previous week will be accepted.

Within the half page, you can commit on what you liked about it, didn't like, what it lacked, what could be improved and any other thoughts you think would be relevant.

Submit your weekly contributions in the Blog Section of the Assignments

## **Discussion Board Assignment** **15%**

They will receive a question each week that is relevant the discussion and topics of the particular week. Students will be expected to write a half page response to the question. Each weekly entry will be graded for grammar, structure and response to the question.

## **Mini Essay** **10%**

The essay will be a minimum of **3** pages in length (This does not include the cover page and the references page). Discuss the topic below. Please comment on why and discuss the different factors involved. Take into consideration your experience and provide a discussion on one, two or three of the areas presented below.

**"Why is Reconciliation important for Indigenous Child Welfare?", OR, "What can be done to achieve Reconciliation in Indigenous Child Welfare?", OR, "Why is Indigenous Child Welfare important? Is this approach working and what should be included?"**

## **Research Paper** **25%**

Students will select a topic in the field of Indigenous social work. The topic will relate to a social issue or a specific issue discussed in class.

The paper must be typed, double spaced with an expected length of 6-8 pages, with 5-6 references. The references may include texts, relevant journal articles and readings from the class.

Each paper must be well researched. A critical analysis of your topic is important. Please consult the instructor for guidance or if there questions regarding the topic. When choosing a subject, it is important to connect how the topic relates to Indigenous Social Work and the importance of the topic within the profession of social work.

### **Suggested Topics:**

- Indigenous Child Welfare

- Residential Schools
- Traditional Counselling
- Death and Dying
- Elders and their role in Indigenous social work
- Intergenerational issues
- Justice issues – incarceration, gangs
- Indigenous leadership

The above topics are broad subjects that need to be developed into a focused and specific area. For example, ‘Indigenous Leadership’ by itself is too broad; however, ‘Encouraging Indigenous leadership among Indigenous teens’ is specific enough to write an essay on.

## **FINAL EXAM**

**30%**

The final exam will be a take home exam, consisting of three questions related to the class. Each question will be 3-4 pages in length. It is due December 20, 2021, no later than 11:59pm.

### **Please Note:**

- **Late papers will be deducted 5% per day (a maximum of 7 days, after that a grade of 0% will be assessed).**
- **Papers must use the American Psychological Association (APA) style**
- **All papers must be typed and double spaced with a cover page**
- **Each student is required to read all assigned readings**
- **Each student must hand in all assignments including the final exam, in order to complete the course and receive a mark.**
- **Students will receive an NP if all assignments are not completed**
- **This course outline is tentative and may be changed or altered during the course**

### **Late assignments**

Late assignments for which the student does not have a legitimate, documented excuse will be **deducted 5% of the grade of the assignment for every day that they are late.** Missed tests and examinations will result in a grade of zero for the missed evaluation. Exceptions can be made in the case of legitimate, documented excuses, in which case there will be no make-up exam; instead, the weight of the rest of the term work will be adjusted to replace the weight of the missed evaluation. In the case of missed final exams, there will be no make-up exam, except in the (rare) case of a deferral, which must be granted by your faculty.

Please respect due dates and assignments. If you are having difficulty managing your workload, please talk to the instructor or one of the many people at FN University who are here to help you be successful. Don't let small things turn into big problems! Communication is key.

### **Policy Regarding Students with Special Needs**

Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, telephone 306-585-4631, e-mail [accessibility@uregina.ca](mailto:accessibility@uregina.ca).

### **U of R policies on Plagiarism, Misconduct, and Grading**

Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that, while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.

### **Statement on Plagiarism**

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. **This includes resubmitting papers you have already written for a previous course.** Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors. Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

### **Misconduct**

#### **NON-ACADEMIC MISCONDUCT**

## **Violations**

Non-academic misconduct subject to discipline hereunder includes, but is not limited to the following (“Violations”):

- a violation of the published rules, regulations, practices, procedures or policies of the University or of any authorized rule-making body within the University, including all academic and administrative units, any residence, and a violation of any professional code of conduct applicable to any faculty or department;
- theft, vandalism and willful or negligent damage to the property of the University or of a member of the University community, the Student’s Union or any other University organization;
- disruption of instructional activities (being any conduct which makes it difficult to proceed with scheduled lectures, seminars, discussion group meetings and related activities, or with examinations, tests, or use of library, laboratory or research facilities);
- assault of any nature, or the threat of any assault;
- the unauthorized use or the misuse of any University facilities, equipment or services;
- the violation or breach of any Federal, Provincial or Municipal laws, so far as they are relevant to student conduct;
- harassment or discrimination in contravention of the principles articulated in the policies of the University, The Saskatchewan Human Rights Code or the Canadian Charter of Rights and Freedoms;
- illegal drug use;
- the failure to comply with the directions of officials of the University acting within the scope of their authority;
- any conduct which harms or threatens to harm the proper functioning of University programs or activities, the rights of members or guests of the University, the safety or well-being of members or guests of the University, or the property of the University, its members and guests;
- falsification or misuse of University records for improper or fraudulent purposes.

## **Grading System and Descriptions**

The U of R employs a percentage grading system. Unless otherwise specified, a grade of less than 50% is a failing grade for undergraduate programs

## **GRADING DESCRIPTIONS**

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;

- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance.

### Alphabetic grades

With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, CRC, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.

AG	Aegrotat	IP	In progress
AU	Audit, no credit	MC	Maintenance Candidacy
AW	Audit Withdrawal	N	No Credit
C	Credit	NCC	No Credit-COVID 10 (Winter 2020 only)
CRC	Credit-COVID 10 (Winter 2020 only)	NP	Not Passed
CW	Compulsory Withdrawal	NR	Not Yet Reported
DE	Deferred	P	Pass
F	Failure	W	Withdrawal from Courses
IN	Incomplete (interim grade)	XF	Academic Misconduct

### Approval Authority for Final Grades

The dean (or designate) has the responsibility to approve final grades including the authority to adjust grades as is deemed necessary