



Fall 2022

Course Number and Name: SOWK 555.30 S04 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 6 – Wednesday, December 7, 2022

Instructor: Jason Albert

Email: 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 performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass	55 – 59
D	1.0	Minimal pass	50 – 54
F	0.0	Failure. Did not 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 2022

Reconciliation in Indigenous Child Welfare

COURSE NUMBER: INSW 495-397/s97
FORMAT: Online / UR Courses
INSTRUCTOR: Jason Albert
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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:

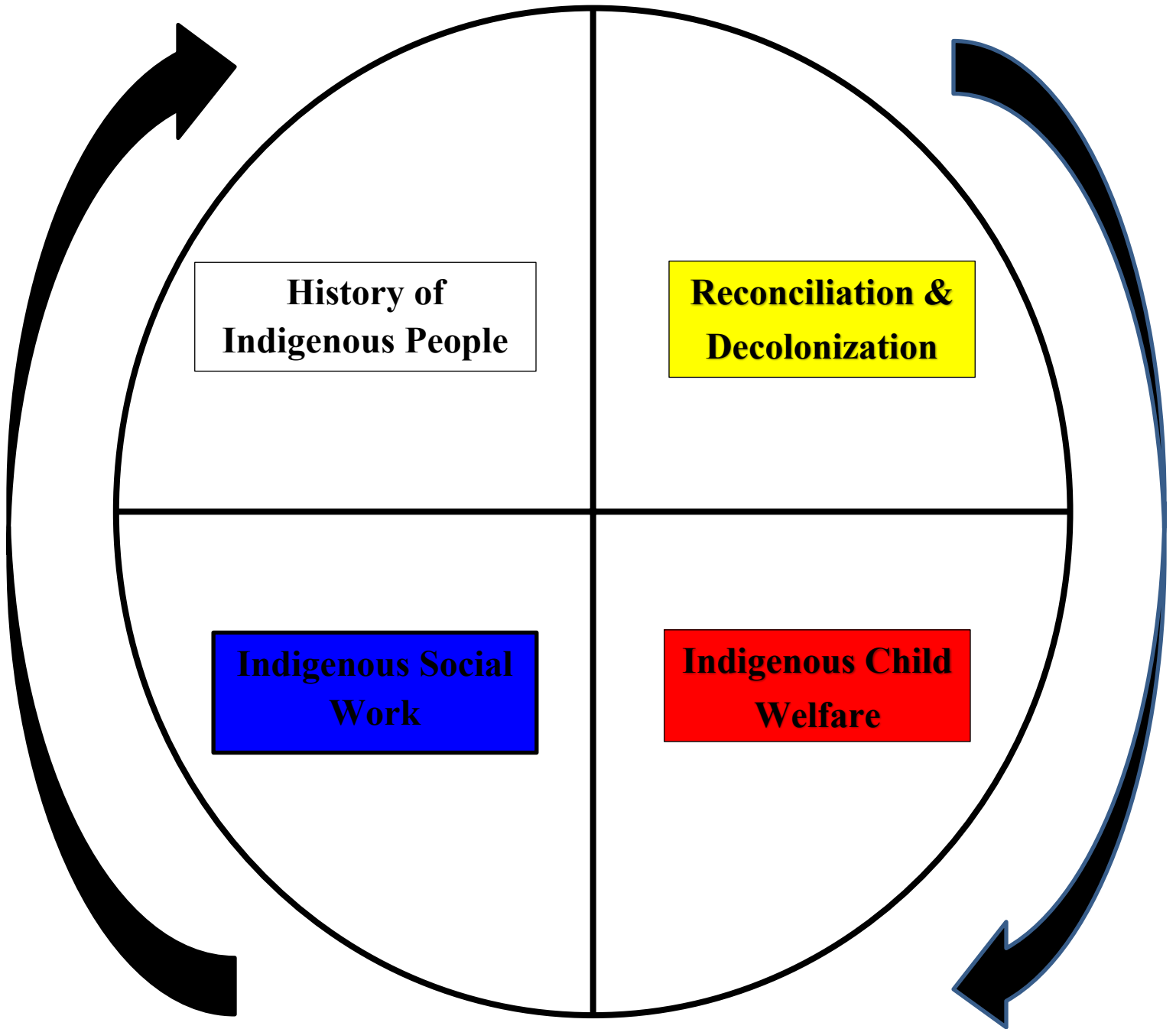
- Understand the concepts of Indigenous social work and its application to working with Indigenous communities, groups, individuals, and self,
- Recognize the process of Reconciliation and Indigenous Social Work,
- Recognize the history Indigenous people and Indigenous child welfare,
- An understanding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



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 (September 6th) - 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 (September 12th) – 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 (September 19th) – 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 (September 26th) – 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 (October 3rd) – 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 (October 10th) – Decolonization

Decolonizing the Mind – Yellow Bird

Decolonization of Social Work Practices

Week 7 (October 17th) - 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 8 (October 24th) – 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 9 (October 31st) - 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 10 (November 7th) – Fall Break – Nothing is Scheduled

INDIGENOUS SOCIAL WORK: WEST, BLUE, FALL

Week 11 (November 14th) - 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

Week 12 (November 21st) - 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 13 (November 28th) - 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 14 (December 5th) - 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.**

Assignment	% of Total Grade	Due Date
1. Required Readings	20%	Weekly Contributions
2. Mini-Essay	10%	September 25, 2022
3. Research Paper	25%	October 30 th , 2022
4. Discussion Board	15%	Weekly Contributions
5. Final Exam	30%	TBA – Take Home Exam
Total	100%	

Required Readings 20%

Readings are to be completed before the class on the assigned date. Students should come to class having read assigned readings to be ready for discussion and extended learning each week.

Submit a half page to page synopsis on the video. Students will be expected to hand the assignment day of class, no submission for a previous week will be accepted.

You can comment 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 to social work practice. Also provide a summary of the video as well.

Date Due: No later than 11:59pm, Sunday night, on the corresponding week – No exceptions

Reading assigned course materials is essential to meeting the objectives of this course. To support preparation for class discussion students are required to write about assigned readings. Be prepared to write knowledgeable about each reading you are assigned.

- Header: Full name, number and date of assignment. Each assigned reading (with some exceptions), 1 single spaced page (approximately 250- 500 words), 12 Times font, APA format.
- For every required reading and submission aim to develop a response to the question: As a social worker, how do the quotes and paraphrases you include in your one pager help you understand and respond to questions posed? How does this produce or reinforce inequality?
- You can include quotes, and briefly comment on how the idea(s) in the quote made you feel, how it challenged your thinking, and/or what you have learned from reflecting on these ideas and how it related to your own family/community and personal history

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. The questions are in the forum section.

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** 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.

Please Note:

- **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.

STATEMENT ON PLAGIARISM

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his/her own, whether from intent to deceive, lack of understanding or carelessness. Unless the course instructor states otherwise, it is allowable and expected that student will examine and refer to the ideas of other's, 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, much also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not To Plagiarize." www.utoronto.ca/writing/plagsep.html.

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. (Revised from www.uregina.ca, June 27, 2005)

NP (Not Passed) - the NP is a failing grade that may be assigned in four cases:

1. When a student does not successfully complete an element of a course and that element has been explicitly identified in the syllabus as essential to passing the course. Successful completion of the final examination, a laboratory component, or a term paper are examples of elements that could be so identified;
2. When a student has abandoned a course without formally withdrawing (stopped attending or did not attend);
3. When a course is dropped after the last day to receive a W; or,

Examples for points 1 –3:

- A student has attended the entire term, completed all required course work and term exams but does not attend/write the final exam.
 - A student has attended the entire term, but does not complete a required component of the course as explicitly stated in the course syllabus (ex:major term paper) but does attend/write the final exam
4. When an undergraduate student has initiated a formal application for deferral.NP is an interim grade if the Application for Deferral is approved by the dean/designate or the NP remains as the final grade if the application for deferral is denied.

Examples for point 4:

- An undergraduate student has attended the entire term, completed all required course work and term exams, does not attend/write the final exam but has submitted (or has indicated they intend to submit) a formal application to request to defer the final exam.
- An undergraduate student has attended the entire term but has submitted (or has indicated they intend to submit) a formal application to request an extension beyond the last day of classes for the submission of term work or an exam.

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Specialized Accommodations: Students in this course who, because of a disability, may have need for specialized accommodations, should please contact the Centre for Student Accessibility (Riddell Centre 229, 585-4631, www.uregina.ca/student/accessibility/) and should also discuss these accommodations with their instructors. Please note that instructors do not have the authority arrange for any accommodations independent of the Centre for Student Accessibility.

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

It is recommended that students who do not have computer accounts to contact IT - 931-1800 ext: 5700 and get an email account.