



Course & Session Number	SOWK 555.16 S03	Classroom	Online
Course Name	Indigenous Relationship Work		
Dates and Time	Start of Classes: Tuesday, May 10, 2022 End of Classes: Tuesday, June 14, 2022 Dates and Time: Zoom sessions (Group 1: 12-2pm; Group 2: 2-4pm) May 10, 17, 24, 31, June 7, 14 (Information about which group students are in will be available on D2L) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre . ¹		
Instructor	Dr. Ralph Bodor <i>PhD, RSW</i> <i>oskâpêwis, wichihtâsow</i>	Office Hours	As Requested
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This online 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 online 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.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., submit a brief reflection on the D2L module and actively contribute to the follow-up online discussion). There will be 6 synchronous Zoom sessions throughout the term (dates and times indicated in the course schedule below) that will include Elders and Knowledge Keepers. Due to their ceremonial and relational nature, Zoom sessions will not be recorded. Synchronous Zoom sessions will account for 24 hours of instruction in the course. Weekly asynchronous activities will be mandatory and structured to account for the remaining 15 hours of instruction in the course. Asynchronous activities will be available through D2L. These activities are outlined in the course schedule below and will include recorded teachings from Elders and Knowledge Keepers, online videos, relevant materials, and discussion board posts.

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 healing and celebration processes.
5. Achieve an awareness of the meanings and teachings underlying various *nêhiyaw* (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.

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.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Class Schedule			
Date	Topic	Required Readings	Assignments
Tuesday, May 10 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Introduction: Opening Circle of introductions, Overview of Course Outline and Readings. 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.	Friday, May 13 Reflection Journal #1 due by 11pm
Monday, May 9	Last day to drop a class without financial penalty. Last day to add or swap a course.		
Tuesday, May 17 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Precontact: 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 Chapter One of textbook.	Friday, May 20 Reflection Journal #2 due by 11pm
Tuesday, May 24 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Colonization: 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 Chapter Five of textbook.	Friday, May 27 Reflection Journal #3 due by 11pm
Tuesday, May 31 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Trauma: Intragenerational Trauma, Indigenous healing	Students are expected to review all material posted to this module on the D2L site and read Chapter Six of textbook.	Friday, June 3 Reflection Journal #4 due by 11pm
Tuesday, June 7 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Language: <i>nêhiyaw</i> Language, Relationship Mapping, overview of language assignment	Students are expected to review all material posted to this module on the D2L site and read Chapter Six of textbook.	Friday, June 10 Assignment 2: <i>nêhiyaw</i> language
Tuesday, June 14 Zoom: Group One 12:00 – 2:00 pm Group Two 2:00 – 4:00 pm	Ceremony and Healing: Being <i>wichihtâsow</i> (ally), Indigenous Indicators, Closing Circle of reflections.	Students are expected to review all material posted to this module on the D2L site and read Chapter Three of textbook.	Friday, June 17 Assignment 3: Discussion Forum Friday, June 24 Assignment 4: Indigenous Practice Paper
Thursday, June 16	Last day to withdraw from a course		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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. submit a brief reflection on the D2L module and actively contribute to the follow-up online discussion) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment #1: Reflection Journals

Due: Friday May 13, 20, 27 & June 3 by 11:00pm via email to rcbodor@ucalgary.ca

Weight: 40% (10% each)

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 18th) for each module of the class, beginning Friday, September 24th. 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 instructor 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 7th 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 (10%)**Due: Friday, June 10 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 June 17 by 11:59pm****Weight: 20% (5% per posting/responses)**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 on June 17th. The discussion forum will be permanently closed at midnight on June 17th.

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, June 24 by 11:59pm via email to rcbodor@ucalgary.ca

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 *iyiniw* (First Peoples, people of the land) 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 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: min 10 double-spaced pages (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 (7th 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. *Please note that the option of using the IWSF format is specific to this course and should not be utilized in other courses unless approved by the instructor.

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.

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 and should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due before midnight (11:59 pm) on their due date, except for the reflection journals which are due at 11pm. 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.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. This grading system overrides the grading system in D2L. Grades will be rounded up to the nearest whole number once at the end of the course to determine the student's final grade.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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