



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

Course & Session Number	SOWK 618 S01	Classroom	Blended In-person land-based learning Check D2L for classroom location Online (Zoom)
Course Name	Centering Indigenous Knowledge		
Dates and Time	<p>Start of Classes: September 2, 2025</p> <p>End of Classes: October 17, 2025</p> <p><u>Dates and Time</u></p> <p>In-person land-based learning: Wednesday, September 3 – Saturday, September 6, 2025, 9 am – 4 pm each day</p> <p>Location: Ann & Sandy Cross Conservation Area 194001 160 St W, Foothills No. 31, AB T1S 3J7</p> <p>Online via Zoom: Starting September 9, Tuesdays, 6 pm – 8 pm</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Terry Poucette, PhD, RSW	Office Hours	Online as requested
UCalgary E-mail	Terry.Poucette@ucalgary.ca	UCalgary Phone	403-220-4698

SYLLABUS STATEMENT

Engage in experiential land-based learning to deepen understanding of Indigenous ways of knowing, being, doing, and connecting.

COURSE DESCRIPTION

SOWK 618 Centering Indigenous Knowledge is the first course in the specialized graduate certificate, *Indigenous Ways of Knowing in Leadership* and invites students to explore Indigenous ways of knowing, being, doing and connecting.

Since time immemorial, Indigenous peoples have had their own ways of knowing. Developed across generations in multiple ways, Indigenous knowledge has been the foundation of Indigenous cultures,

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

guided and enriched Indigenous peoples, enabled them to live sustainably with the land for centuries and supported their livelihood and survival to present day. While Indigenous knowledge has been discredited and marginalized through the colonization of Indigenous peoples, Euro-North American societies are beginning to understand its sophistication, reliability and validity. In SOWK 618, students will experience in-person land-based learning facilitated by Treaty 7 and Métis Elders and Knowledge Keepers, followed by online learning about Indigenous ways of knowing, being, doing and connecting foundational to reconciling and centering Indigenous knowledge in social work practice.

This blended course will take place in-person and 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 an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be 5 synchronous Zoom sessions throughout the term as indicated in the course schedule. Each will be recorded.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Connect with their spirit, heart, body, and mind to develop a deepened sense of self and self as a leader to support building and being in right relations with Indigenous Peoples and communities.
2. Understand the importance of being grounded in spirit and leading with Indigenous values.
3. Engage in ceremony, land-based learning, circle process, and receive teachings from Elders and Knowledge Keepers.
4. Explore who Indigenous leaders are, what is leadership through an Indigenous worldview, and how Indigenous leadership practices are distinct from other approaches.
5. Acknowledge and value Indigenous ways of knowing, being, connecting, and doing in their social work and leadership practices.
6. Implement the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)² into their practice.
7. Critically engage with histories and legacies of colonization and the issues related to governance, policy, land, and relationships to develop a deepened understanding of the role social work has played and continues to play in colonial narratives, violence, genocide, and oppression.
8. Shift their perspectives and practices on policies, protocols, and practices at all levels of leadership (i.e., workplace, organizational, community, and government) to create ethical space, reconciled worldviews, wellness, and resilient outcomes.
9. Critically explore the role of allyship and the importance of cultural humility in creating and weaving pathways for walking together in good ways with diverse Indigenous Peoples and communities towards decolonization and reconciliation.

² United Nations. (2007). United Nations Declaration on the Rights of Indigenous Peoples. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

10. Transform their social work practices as leaders to engage in relational, restorative, and healing practices to help decolonize and build ethical relationships with Indigenous Peoples and communities.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Class 1 – Land-based learning: Blackfoot ways of knowing, being, doing and connecting

Blackfoot Confederacy (2021). *About*. <https://blackfootconfederacy.ca/about/> Nations.

<https://blackfootconfederacy.ca/nations/>

Blackfoot Crossing Historical Park (2022). *Our Culture*. <https://blackfootcrossing.ca/wordpress/our-culture-2/>

Calgary Board of Education. (n.d.). Engaging with elders: A co-created story.

<https://www.cbe.ab.ca/about-us/advisory-councils/FineArtsAdvisoryCouncilDocuments/elders-protocol.pdf>

UNESCO (2021 June 21). Land as teacher: Understanding Indigenous land-based education.

<https://en.ccunesco.ca/idealab/indigenous-land-based-education>

Class 2 – Land-based learning: Stoney-Nakoda ways of knowing, being, doing and connecting

Stoney Education Authority (n.d.). *Stoney History, Elders, Culture & Powwows, Stoney Country*.

<https://www.stoneyeducation.ca/sea-history-culture>

Stoney Nakoda Nations (n.d.) *About us: Our history*. <https://stoneynakodanations.com/about-us/>

Class 3 – Land-based learning: Tsuut'ina ways of knowing, being, doing and connecting

The Canadian Encyclopedia. (2012 March 1). *Tsuut'ina (Sarcee)*.

<https://www.thecanadianencyclopedia.ca/en/article/sarcee-tsuu-tina>

Tsuut'ina Nation. (2025). *Kūwá Our Home and About*. <https://tsuutina.com/>

Class 4 – Land-based learning: Métis ways of knowing, being, doing and connecting

Aboriginal Peoples Television Network (2018 October 25). *Métis, who are they?* [Video].

<https://www.youtube.com/watch?v=747Diz1LmgA>

Métis Nation of Alberta (2024). *Métis in Alberta*. The Métis. <https://albertametis.com/metis-in-alberta/>

Class 5 – Indigenous Ways of Knowing

Allen, B. (2023). Indigenous Epistemologies of North America. *Episteme*, 20(2), 324–336.

<https://doi.org/10.1017/epi.2021.37>

- Auger, O. (n.d.). A Métis perspective on the spiritual imperative for living with the land. *Windspeaker*.
<https://windspeaker.com/buffalo-spirit/metis-perspective-spiritual-imperative-living-land>
- Bastien, B. (2004). 9. Kiitomohpiipotoko – Ontological responsibilities. In *Blackfoot ways of knowing: The worldview of the siksikaitapi*. University of Calgary Press.
- Hart, M.A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Voices in Social Work*.
<https://journalhosting.ucalgary.ca/index.php/jisd/article/view/63043/46988>
- Indigenous Corporate Training Inc. (2013 July 23). Creation stories – The origins of culture. [Blog].
<https://www.ictinc.ca/blog/creation-stories-the-origins-of-culture>

Class 6 – Indigenous Ways of Being

- Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child and Family Review*, 14(10), pp. 22-42.
<https://fpcfr.com/index.php/FPCFR/article/download/370/302>
- Alberta Parks and Recreation. (2020 August 18). *The seven scared teachings with Blackfoot Elder Jackie Bromley*. [Video]. <https://www.youtube.com/watch?v=Y7hyRS1Ttis>
- Loppie, C. (2007). Learning from the grandmothers: Incorporating Indigenous Principles into Qualitative Research. *Qualitative Health Research*, 17(2), 276–284.
<https://doi.org/10.1177/1049732306297905>
- Indigenous Corporate Training Inc. (2015 September 11). First Nations individual rights vs collective rights. [Blog]. <https://www.ictinc.ca/blog/first-nations-individual-rights-vs-collective-rights>

Class 7 – Indigenous ways of doing

- Alberta Recreation & Parks Association. (2020 July 15). *Smudging with Reg and Rose Crowshoe*. [Video]. Available from <https://www.youtube.com/watch?v=ooJCthCBo-0>
- Assembly of First Nations. (2021). 3.1 Meaning of culture. *Plain Talk 3: Impacts of Contact*.
<https://education.afn.ca/afntoolkit/web-modules/plain-talk-3-impacts-of-contact/meaning-of-culture/>
- Centennial College (2018). 15. Ceremonies and socials. In *Our stories: First peoples in Canada*.
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/ceremonies-and-socials/>
- Indigenous Corporate Training Inc. (2019). Guidebook to Indigenous protocol. [Blog]
<https://bcfarmersmarket.org/app/uploads/2019/02/IndigenousProtocol-IndigenousCorporateTrainingInc.pdf>
- TedxTalks. (2014 December 11). The continuity of tradition – Chief Ian Campbell. [Video].
<https://www.youtube.com/watch?v=sthOj6Ot40k>

Office of Indigenous Engagement, University of Calgary. (2017). *In a good way*. (ii'taa'poh'to'p).
<https://www.youtube.com/watch?v=EE6BAcSghZo>

Class 8 – Indigenous ways of connecting

Wildcat, M., & Voth, D. (2023). Indigenous relationality: definitions and methods. *AlterNative: An International Journal of Indigenous Peoples*, 19(2), 475-483.
<https://doi.org/10.1177/11771801231168380>

Anderson, K. & Ball, J. (2019). 9 Foundations: First Nations and Métis families. In G. Starblanket, D. Long and O. P. Dickason (Eds), *Visions of the Heart: Issues Involving Indigenous Peoples in Canada, Fifth Edition* (pp. 142-164). Oxford University Press. <https://ecdip.org/wp-content/uploads/2022/02/Visions-Chapter-First-Nation-and-Metis-Families-Anderson-Ball-2020.pdf>

Atleo, C., & Boron, J. (2022). Land Is life: Indigenous relationships to territory and navigating settler colonial property regimes in Canada. *Land*, 11(5), 609-. <https://doi.org/10.3390/land11050609>

Meissner, S. N. (2022). Teaching reciprocity: Gifting and land-based ethics in Indigenous philosophy. *Teaching Ethics*, 22(1), 17–37. <https://doi.org/10.5840/tej2022221118>

Class 9 – Reconciling and centering Indigenous ways of knowing, being, doing and connecting

Battiste, M. (2005). Indigenous Knowledge: Foundations for First Nations. *WINHEC: International Journal of Indigenous Education Scholarship*, (1), 1-17. Retrieved from
<https://journals.uvic.ca/index.php/winhec/article/view/19251>

Glenbow Museum (n.d.). Indigenous and European worldviews. Adapted from *The True Spirit and Original Intent of Treaty 7* (W. Hildebrandt, D. First Rider, & S. Carter). Retrieved from
<https://www.glenbow.org/wp-content/uploads/2021/06/Comparing-WORLDDVIEWS-worksheet.pdf>

Leanne R. Simpson. (2004). Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge. *American Indian Quarterly*, 28(3/4), 373–384. <http://www.jstor.org/stable/4138923>

Monkman, L. (2018 April 6). What does decolonization mean? Our panel debates the buzzword. [Video]. CBC News. <https://www.cbc.ca/news/indigenous/panel-debate-decolonization-meaning-1.4609263>

Different Knowings. (2010 October 1). Willie Ermine: What is ethical space? [Video].
<https://www.youtube.com/watch?v=85PPdUE8Mb0>

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

Indigenous Ways of Knowing in Leadership graduate certificate addresses the changing needs and circumstances of social work education resulting from the Truth and Reconciliation Calls to Action, attends to the unique challenges faced by Indigenous peoples impacted by colonization, and prepares graduate level social work students to engage in leadership roles in various social work contexts so they may build right relations and move forward with Indigenous peoples in a good way.

The *Indigenous Ways of Knowing in Leadership* graduate certificate consists of 4 theme courses: SOWK 618 Centering Indigenous Knowledge, SOWK 628 Legacies of Colonization, SOWK 638 Relational Healing Practices, and SOWK 658 Shifting Leadership Perspectives. SOWK 618 and 628 are pre-requisites for SOWK 638 and 658.

Consistent with other FSW graduate certificates, the *Indigenous Ways of Knowing in Leadership* certificate will be a standalone credential which can also be used to apply to ladder into the FSW's Master of Social Work (MSW) program.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Class/Date/Time	Topics	Learning Resources, Activities, Assignments
<i>Learning from the Land</i>		
Class 1 – In Person Location: Anne & Sandy Cross Conservation Area September 3/25 9 am – 4 pm (1 hour lunch)	<u>Land-Based Learning</u> Blackfoot Ways of Knowing, Being, Doing, & Connecting	<u>Activities</u> To be determined by Blackfoot Elder(s)
Class 2 – In Person	<u>Land-Based Learning</u>	<u>Activities</u>

Location: Anne & Sandy Cross Conservation Area September 4/25 9 am – 4 pm (1 hour lunch)	Stoney-Nakoda Ways of Knowing, Being, Doing, & Connecting	To be determined by Stoney-Nakoda Elder(s)
Class 3 – In Person Location: TBA September 5/25 9 am – 4 pm (1 hour lunch)	<u>Land-Based Learning</u> Tsuut’ina Ways of Knowing, Being, Doing, & Connecting	<u>Activities</u> To be determined by Tsuut’ina Elder(s)
Class 4 – In Person Location: TBA September 6/25 9 am – 4 pm (1 hour lunch)	<u>Land-Based Learning</u> Métis Ways of Knowing, Being, Doing, & Connecting	<u>Activities</u> To be determined by Métis Elder(s)
<i>Indigenous Ways of Knowing, Being, Doing and Connecting</i>		
Class 5 – Online (Zoom link in DL2) September 9/25 6 pm – 8 pm	<u>Ways of Knowing</u> - Creation stories -Ontology -Epistemologies -Worldviews	<u>Assignments</u> 1. Key Learning Moments (4%) Due: September 9/25 2. Oral reflections on my land-based learning experience (40%) Due: September 12/25
Class 6 – Online (Zoom link in DL2) September 16/25 6 pm – 8 pm	<u>Ways of Being</u> -Values & principles -Teachings -Holistic -Collective	<u>Assignment</u> Key Learning Moments (4%) Due: September 16/25
Class 7 – Online (Zoom link in DL2) September 23/25 6 pm – 8 pm	<u>Ways of Doing</u> -Ceremonies -Cultural protocols -Traditions -In a good way	<u>Assignment</u> Key Learning Moments (4%) Due: September 23/25
Class 8 – Online (Zoom link in DL2) October 7/2025 6 pm – 8 pm	<u>Ways of Connecting</u> -Relational -Family is central -Relationship to land -Respect & reciprocity	<u>Assignment</u> Key Learning Moments (4%) Due: October 7/25
Class 9 – Online (Zoom link in DL2) October 14/25 6 pm – 8 pm	<u>Reconciling & Centering Indigenous Knowledge</u> -Indigenous & western worldviews -Marginalization of Indigenous knowledge & ways -Decolonization -Ethical Space	<u>Assignments</u> 1. Key Learning Moments (4%) Due: October 14/25 2. Reconciling and centering Indigenous ways in my social work practice (40%) Due: October 17/25

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through Terry.Poucette@ucalgary.ca. I will respond to emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions.

When possible, it is desirable for students to have their cameras turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.

Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Oral reflections on my land-based learning experience

Weight: (40%)

Due: September 12 by 11:59pm

Aligned Course Learning Outcomes

1, 2, 3, 6, 10

Assignment Description

Students will submit a reflective video 8-10 minutes in length. Students must reference four sources (two peer reviewed sources and 2 non-peer reviewed sources e.g. media, news stories, blogs). This oral submission incites reflections about their land-based learning experience. The reflection should include personal challenges, learnings, and shifts students experienced during the four days of land-based learning. The reflection should also include connections between land-based learnings and the student's evolving social work identity. The following questions should be considered:

- What personal challenges did I experience during land-based learning?
- What new learnings or key insights did I take away from land-based learning?
- What impact has the four days of land-based learning had on my beliefs, values and attitudes as a social worker? Did I experience any shifts in my values and beliefs?
- What connections did I make between the land-based teachings and my practice (or future practice) as a social worker?
- How will I use what I have learned from land-based learning?

Assignment Criteria

This reflective video will be 8-10 minutes in length and submitted via the designated D2L Dropbox. Students must also submit a reference page using APA 7th edition. The grading criteria for this assignment will be discussed in class and rubric will be posted on D2L.

Assignment 2: Key Learning Moments

Weight: Total 20% (5 key learning moments @ 4% each)

Due: September 9, 16, 23, October 7 & 14

Aligned to Learning Outcomes

1, 2, 3, 6, 10

Assignment Description

Learning in this course will emerge through attending class and being in community with one another, reading/watching/listening to the required resources, participating in fully in class discussions and group talking circles, and through self-reflection. After every class, students will submit a reflection highlighting a quotable moment from anything learned in class that day. The quotable moment will answer three questions:

1. What stood out for me most in class today?
2. Why did this moment stand out the most for me?
3. What will I do with this learning?

Assignment Criteria

Student will submit a 2 – 3 minutes voice memo via the designated D2L Dropbox highlighting their key learning moment from class on September 9, 16, 13 and October 7 and 14. Five key learning moments will be submitted in total, with each worth 4% of the final grade. Grading criteria will be discussed in class and rubric will be posted on D2L.

Assignment 3: Reconciling and centering Indigenous ways in my social work practice

Weight: Total 40%

Due: October 17, 2025

Aligned to Learning Outcomes

5, 6, 7, 8, 9, 10

Assignment Description

You will have now taken all the required classes in SOWK 618, experienced land-based learning and Elders teachings, studied Indigenous ways of knowing, being, doing and connecting and understand that the colonization of Indigenous peoples in Canada has included the marginalization and discrediting of Indigenous knowledge and practices. You have come to appreciate that many of the social problems experienced by Indigenous peoples correlates with the intergenerational impacts of colonization, including Indian residential schools. Even if not directly employed by Indigenous agencies and communities, you will likely be working with Indigenous peoples in various capacities through-out your social work career. Having taken SOWK 618, you are conscious not to continue the colonization of Indigenous peoples, and to respect Indigenous ways of knowing, being, doing and connecting when working with Indigenous peoples in your social work practice.

This assignment is intended to deepen your thinking and expand learning of Indigenous ways of knowing, being, doing and connecting and help you to work (even more) respectfully and effectively with Indigenous peoples in your current and future social work practice. Knowing that the social work profession in Canada is based on western colonial paradigms and practices that often upholds colonialism, in what ways will you reconcile and center Indigenous ways of knowing, being, doing and connecting in your social work practice, particularly when working with Indigenous peoples?

You may submit this assignment through an audio or video submission that is between 10 to 15 minutes in length. Include a list of resources used to create the audio or video, in APA 7th edition format.

Please upload your assignment in the appropriate Dropbox in D2L by the due date identified above.

Assessment Criteria

Grading criteria will be discussed in class and rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

- Students are expected to attend classes regularly, be on time and stay for the entire duration of the class.
- Students are expected to be fully present and engaged in each class activities and discussions.
- Please refer to the Ucalgary calendar for more information on [attendance](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following APA citation instructions. Use of generative AI outside assessment or assignment guidelines or without citation will constitute [Academic Misconduct](#) academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

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 to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of "B-" or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in	

		GPA" where applicable.	
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COURSE EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

- There are no additional suggested readings.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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
- Emergency Evacuation/ Assembly Points
- Safewalk