



<b>Course &amp; Session Number</b>	<b>SOWK 553.37 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Creating Wellness for Indigenous People Who Have Experienced Intergenerational Trauma		
<b>Dates and Time</b>	Start of Classes: Tuesday, January 2 <sup>nd</sup> , 2024 End of Classes: Saturday, January 6 <sup>th</sup> , 2024 Dates and Time: Zoom sessions January 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> from 9:00 am – 5:00 pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Chantel Large, MSW, RSW	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:calarge@ucalgary.ca">calarge@ucalgary.ca</a>	<b>UCalgary Phone</b>	by email

**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.

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

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](#).

## SYLLABUS STATEMENT

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

## COURSE DESCRIPTION

In this course, students will learn about the ongoing impact of colonization on Indigenous peoples and the ways in which colonization has influenced social work practice with Indigenous peoples in Canada. Students will learn about Indigenous ways of knowing and healing through the integration of cultural protocols and cultural practices throughout the course. Students will also be encouraged to carefully explore their own journey towards truth and reconciliation with Indigenous peoples, especially as it relates to their emerging social work identity.

This course will take place online via Desire2Learn (D2L) and Zoom. This course will be grounded in relationship building and oral sharing, therefore it is imperative students attend and participate in all of the Zoom sessions. Classes will involve storytelling, critical dialogue, group work, guest speakers, resource materials, case studies, and experiential activities. This course has no prerequisites or co-requisites.

## COURSE LEARNING OUTCOMES

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

1. Understand the history and ongoing impact of colonization on Indigenous peoples in Canada
2. Understand the ways in which colonization has impacted social work practices with Indigenous peoples in Canada
3. Identify the ongoing effects of Canada's residential school system and oppressive practices with Indigenous peoples and communities
4. Explore Indigenous ways of knowing through the integration of cultural protocols and traditional healing practices
5. Identify their personal values, beliefs and social locations and articulate how these affect their practice with Indigenous peoples
6. Identify connections between course content and their emerging social work identity

## LEARNING RESOURCES

Please note there is no required textbook for this course. Students will be required to read three articles and watch three multimedia presentations which will be referred to during the course discussions. These can be accessed online and found on D2L.

## **REQUIRED READINGS**

- Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review* 4(1), 28 – 37.  
<https://fpcfr.com/index.php/FPCFR/article/view/74/4>
- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*. [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls to Action English2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)
- Wesley-Esquimaux, C. C. & Smolewski, M. (2004). *Historic trauma and Aboriginal healing*. The Aboriginal Healing Foundation. <https://nctr.ca/wp-content/uploads/2021/01/historic-trauma.pdf>

## **REQUIRED MULTIMEDIA PRESENTATIONS**

- Pryce, J. (2018, May). *To transform child welfare, take race out of the equation* [Video]. TED Residency. [https://www.ted.com/talks/jessica\\_pryce\\_to\\_transform\\_child\\_welfare\\_take\\_race\\_out\\_of\\_the\\_equation](https://www.ted.com/talks/jessica_pryce_to_transform_child_welfare_take_race_out_of_the_equation)
- TEDxTalks. (2015, June 9). *Healing through story: Unpacking Indigenous resiliency and hope | Annie Belcourt* [Video]. YouTube. <https://www.youtube.com/watch?v=GDVwebiriAo>
- TEDxTalks. (2020, December 16). *Resilience through Indigenous humour | Stephanie Pangowish* [Video]. YouTube. <https://www.youtube.com/watch?v=DbqUgRRAHpQ>

## **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 will build on existing social work diversity courses and extend learning by considering Indigenous practice frameworks.

## **CLASS SCHEDULE**

### **Important Dates for Winter 2024**

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Tuesday, January 2, 2024
- Last Day of Class: Saturday, January 6, 2024
- End of Term: Tuesday, April 30, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

## Class Schedule

Date/Time	Topics	Required Readings	Assignments
January 2, 2024 9 am – 5 pm (Zoom)	<ul style="list-style-type: none"> <li>Course and assignment overview</li> <li>Introductions (making relatives)</li> <li>Assign groups for group presentations</li> <li>Residential schools &amp; colonization</li> </ul>	Wesley-Esquimaux, C. C. & Smolewski, M. (2004). <i>Historic trauma and Aboriginal healing</i> . The Aboriginal Healing Foundation.	<ul style="list-style-type: none"> <li>Quotable moment due (5%)</li> </ul>
January 3, 2024 9 am – 5 pm (Zoom)	<ul style="list-style-type: none"> <li>Residential schools &amp; colonization (cont.)</li> <li>Intergenerational trauma</li> <li>Social work &amp; Indigenous peoples</li> <li>Impact of personal values, beliefs, and social locations</li> </ul>	<p>Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First Peoples Child &amp; Family Review</i> 4(1), 28 – 37.</p> <p>Pryce, J. (2018, May). <i>To transform child welfare, take race out of the equation</i> [Video]. TED Residency.</p>	<ul style="list-style-type: none"> <li>Quotable moment due (5%)</li> </ul>
January 4, 2024 9 am – 5 pm (Zoom)	<ul style="list-style-type: none"> <li>Truth &amp; Reconciliation</li> <li>Building a bridge between two worlds</li> <li>Guest presenter: Tricia March</li> </ul>	Truth and Reconciliation Commission of Canada. (2015). <i>Truth and reconciliation commission of Canada: Calls to action</i> .	<ul style="list-style-type: none"> <li>Quotable moment due (5%)</li> </ul>
January 5, 2024 9 am – 5 pm (Zoom)	<ul style="list-style-type: none"> <li>Indigenous ways of knowing</li> <li>Traditional healing practices</li> <li>Self-care</li> <li>Guest presenter: Vada Hoof</li> </ul>	<p>TEDxTalks. (2015, June 9). <i>Healing through story: Unpacking Indigenous resiliency and hope   Annie Belcourt</i> [Video]. YouTube.</p> <p>TEDxTalks. (2020, December 16). <i>Resilience through Indigenous humour   Stephanie Pangowish</i> [Video]. YouTube.</p>	<ul style="list-style-type: none"> <li>Quotable moment due (5%)</li> </ul>
January 6, 2024	<ul style="list-style-type: none"> <li>Bringing it all together</li> <li>Group presentations</li> </ul>		<ul style="list-style-type: none"> <li>Quotable moment due (5%)</li> </ul>

9 am – 5 pm (Zoom)	<ul style="list-style-type: none"> <li>• Concluding learning activity</li> </ul>		<ul style="list-style-type: none"> <li>• Group presentations due (50%)</li> </ul>
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## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### 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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera 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.

### 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 ONE: QUOTABLE MOMENTS (25%) – due January 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>, 2024 by 11:59 pm**

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

Assignment Description: Students are expected to attend each class, read the required readings in advance of the class, and participate fully in the small and wider group facilitated discussions. At the end of every day, 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: Quotable moments will be between 150 - 200 words and submitted via the designated D2L Dropbox. Five quotable moments will be submitted in total and each quotable moment will be worth 5% of the final grade. Further grading criteria will be discussed in class and a rubric will be posted on D2L.

## **ASSIGNMENT TWO: GROUP PRESENTATIONS (50%) – due January 6<sup>th</sup>, 2024 during class**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6 depending on the chosen topic

Assignment Description: Groups of 3 randomly assigned people will choose a topic to present to the class. The topic may be a program, initiative, social justice movement, organization or piece of legislation that addresses healing and wellness for Indigenous peoples in Canada. The topic must be approved by the instructor by end of day on January 2, 2024.

The groups will work together to create a 15 – 20 minute PowerPoint, Prezi or Canva presentation, not including time for questions. Presentations may include media clips (maximum 2-4 minutes) or other sources that will help your audience to understand the topic. A minimum of four sources must be referenced in the presentation but it is not necessary for the sources to be peer reviewed. To help facilitate active learning, the presentation should include engaging activities and/or questions that encourage critical thought and dialogue.

Assignment Criteria: Presentations will be 15 – 20 minutes in length, not including time for questions. Group members will create a PowerPoint, Prezi, or Canva presentation and post this as a resource on D2L. Any references and images used in the presentation must adhere to APA 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

## **ASSIGNMENT THREE: REFLECTION ASSIGNMENT (25%) – due January 19<sup>th</sup>, 2024 by 11:59pm**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6 depending on chosen topics to include

### **OPTION ONE: Reflection Paper**

Assignment Description: Students will write a reflection paper incorporating three required sources and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This paper incites reflections about their learning over the five days in the course. The reflection should include personal challenges, learnings, and shifts students experienced in the course. The reflection should also include connections between course learnings and the student's evolving social work identity. The following questions should be considered:

- What personal challenges did I experience during this course?
- What new learnings or key insights did I take away from this course?
- What impact has this course 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 course teachings and my practice (or future practice) as a social worker?
- How will I use what I have learned in this course?

Assignment Criteria: This reflection paper will be 3-4 pages double-spaced (excluding title page and references). It will be written in APA 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Students will submit this assignment via the designated D2L Dropbox.

### **OPTION TWO: Oral Reflection**

Assignment Description: Students will submit a reflective video 6-8 minutes in length. Students must reference three required sources and two additional sources. It is not necessary for the two additional sources to be peer reviewed – media, news stories etc. are acceptable. This oral submission incites reflections about their learning over the five days in the course. The reflection should include personal challenges, learnings, and shifts students experienced in the course. The reflection should also include connections between course learnings and the student's evolving social work identity. The following questions should be considered:

- What personal challenges did I experience during this course?
- What new learnings or key insights did I take away from this course?
- What impact has this course 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 course teachings and my practice (or future practice) as a social worker?
- How will I use what I have learned in this course?

Assignment Criteria: This reflective video will be 6-8 minutes in length. Students must also submit a reference page using APA 7<sup>th</sup> edition. The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L. Students will submit this assignment via the designated D2L Dropbox.

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. If you have to miss any portion of a class, please talk to the instructor about options that are available to you to make up for missing class.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due no later than 11:59 pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

### **EXPECTATIONS FOR WRITING**

Most assignments will be assessed partly on writing skills. 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. 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. Final, overall grades only will be rounded up to the nearest whole number (not individual assignments). For example, a final course numeric grade of 84.5% will be rounded up to 85%.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
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.	



## COURSE EVALUATION

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. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## 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
- Emergency Evacuation/ Assembly Points
- Safewalk