



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 428 S03	Classroom	Check D2L for classroom
Course Name	Indigenous Peoples' Histories, Cultures, and Healing Practices		
Dates and Time	Start of Classes: May 5, 2025 End of Classes: June 16, 2025 Dates and Time: In-person instruction Mondays 0900-350pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	By email

SYLLABUS STATEMENT

From Indigenous worldviews, learners gain an appreciation of the diverse Indigenous healing practices that are rooted in natural laws, languages, and spirit. Learners are invited to engage in learning that honours the resistance and resilience of Indigenous peoples in the face of colonial violence, genocide, and complex intergenerational traumas.

COURSE DESCRIPTION

You will be invited to engage in reflexivity throughout this course, examining their experiences of intersecting identities in relation to power and privilege. You will explore the histories and ways of knowing and being of the First Nations, Métis and Inuit of Turtle Island, a reference used by many Indigenous peoples to describe what is now North America. You will gain an understanding of the diverse and complex social, political, legal, and relational kinship systems that sustained and continue to sustain Indigenous families and communities. From Indigenous worldviews this course honours the resistance and resilience of Indigenous peoples in the face of colonial violence, genocide, and complex intergenerational traumas. You will gain an appreciation of the diverse Indigenous healing practices and relational wellness that are rooted in natural laws, languages, and spirit by learning about ceremony and participating in sharing circles and debriefing processes led by an Indigenous instructor.

Course Hours: 3 units; (3S-0)

Prerequisite: Admission to BSW Program

Antirequisite: Credit for Social Work 428 and Social Work 553.37 will not be allowed.

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

COURSE LEARNING OUTCOMES

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

1. Explore their own values and beliefs in relation to colonialism to deepen their self-awareness, develop humility and cultural competence, and to understand how their values and beliefs affect their social work practice.
2. Explore concepts of collective and relational wellness in social work practice from Indigenous worldviews of spiritual, emotional, physical, and cognitive well-being.
3. Engage in relational and ceremonial processes and teachings online from Indigenous Elders and Knowledge Keepers to inform students' spiritual, emotional, physical, and cognitive self-understanding and their professional practice framework.
4. Learn about First Nations, Inuit, and Metis communities in Canada and research their pre and post contact histories.
5. Explore Indigenous ways of knowing, being, doing and connecting to understand healing related to trauma experienced by Indigenous Peoples and the ethical accommodation of cultural methodologies and protocols for healing requested by Indigenous clientele in social work practice.
6. Recognize the role of colonial violence and genocide perpetrated against Indigenous Peoples and communities, including residential schools, Sixties Scoop, and child welfare, and critically analyze the role of the social work profession and social policy in contributing to historical and continuing harms and oppressive practices.
7. Strategize individual and collective actions that are guided by Indigenous worldviews and will help transform current policy and social work approaches so that resilience and restorative practices of Indigenous peoples are supported.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

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/or Zoom access.

Recommended weekly readings are below with additional resources provided in D2L.

Week 1 – Self-awareness and Being in Relation

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>

Northern Health BC (2017 February 14). *Cultural safety: Respect and dignity in relationships*. [Video]. Retrieved from <https://www.youtube.com/watch?v=MkxcuhdglwY>

Terbasket, T. (2022, March). *Recognizing our implicit bias towards Indigenous Peoples* [Video]. Ted Conferences. Retrieved from https://www.ted.com/talks/kelly_terbasket_recognizing_our_implicit_bias_towards_indigenous_peoples

Trent University. (2024). *Talking Circles*. <https://www.trentu.ca/teaching/talking-circles>

Week 2 – Indigenous Peoples’ Histories and Culture

Assembly of First Nations (2021). *Plain Talk 3: Impacts of contact 3.1 Meaning of culture*. It’s Our Time Educational Toolkit. <https://education.afn.ca/afntoolkit/web-modules/plain-talk-3-impacts-of-contact/meaning-of-culture/>

Canadian Geographic (2024). First Nations, Inuit, Métis. *Indigenous Peoples Atlas of Canada*. <https://indigenouspeoplesatlasofcanada.ca/>

Indigenous Peoples in Canada: Recommended readings

(Choose one reading or resources from each of the following territories and tribes)

Inuit

Inuit Tapiriit Kanatami (2024). *About Canadian Inuit*. <https://www.itk.ca/about-canadian-inuit/>

Government of Canada (2024 February 20). *Inuit*. Crown-Indigenous Relations and Northern Affairs. <https://www.rcaanc-cirnac.gc.ca/eng/1100100014187/1534785248701>

West Coast First Nations (Kwakiutl)

U’mista Cultural Centre (2024). *The Kwakwaka’wakw Tribes*. <https://www.umista.ca/pages/kwakwakawakw-tribes>

U’Mista Cultural Society (2024). *Living tradition: The Kwakwaka’wakw potlatch on the northwest coast*. <https://umistapotlatch.ca/intro-eng.php>

Prairie First Nations (Nakoda)

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/>

Métis

Aboriginal Peoples Television Network (2018 October 25). *Métis, who are they?* [Video]. <https://www.youtube.com/watch?v=747Diz1LmgA>

Métis National Council (2024). *About Us*. <https://www.metisnation.ca/about/about-us>

Central First Nations

Haudenosaunee Confederacy (2024). *Who we are*. <https://www.haudenosauneeconfederacy.com/who-we-are/> Culture & History. <https://www.haudenosauneeconfederacy.com/historical-life-as-a-haudenosaunee/>

Mohawk Council of Akwesasne (2015). *Akwesasne: A cultural portrait*. <http://www.akwesasne.ca/wp-content/uploads/2020/09/Akwesasne-A-Cultural-Portrait-2015-1.pdf>

East Coast First Nations

Membertou First Nation (2023). *About*. <https://membertou.ca/>

Membertou Heritage Park (). *About Us, Archives, Timeline*. <https://www.membertouheritagepark.com/gateway>

Week 3 – Colonization and Colonial Narratives

Belshaw, J., Nickel, S., & Horton, C. (n.d.). Introduction: Defining Colonialism. In *Histories of Indigenous Peoples in Canada* (pp. 77-83).

<https://histindigenousspeoples.pressbooks.tru.ca/chapter/introduction-defining-colonialism/>

Hardwick, J. (2015 Spring). Dismantling narratives: Settler ignorance, Indigenous literature, and the development of a decolonizing discourse. *Canadian Journal of Cultural Studies*, 33, pp. 99-110
<https://doi.org/10.3138/topia.33.99>

Truth & Reconciliation Commission of Canada (2015). *Confederation, colonization, and resistance*. Canada's Residential Schools: The History, Part 1, Origins to 1939. Vol 1, p. 105 – 131.
https://publications.gc.ca/collections/collection_2015/trc/IR4-9-1-1-2015-eng.pdf

Week 4 – Methods of Colonization

Choose one reading or resource from each of the areas:

Treaties

Truth & Reconciliation Commission of Canada (2015). *Treaty making and Betrayal: The roots of Canada's Aboriginal policy*. Canada's Residential Schools: The History, Part 1, Origins to 1939. Vol 1, p. 49-62. https://publications.gc.ca/collections/collection_2015/trc/IR4-9-1-1-2015-eng.pdf

Indian Act

Milloy, J. (2008). *Indian Act colonialism: A century of dishonor, 1869 – 1969*. Research paper for the National Centre for First Nations Governance.
http://fngovernance.org/ncfng_research/milloy.pdf

Indian residential schools

Assembly of First Nations (2021). *Plain Talk 6: Residential Schools*. It's Our Time Educational Toolkit.
<https://education.afn.ca/learning-modules/>

Sixties Scoop

Alston-O'Conner (2010). The sixties scoop: Implications for social workers and social work education. *Critical Social Work* 11(1) (2010): *Special Indigenous Issue*.
<https://ojs.uwindsor.ca/index.php/csw/article/view/5816>

Discrimination, marginalization, violence against Indigenous women

Day, S. & Palmater, P. (2023). Sex discrimination in the Indian Act: A tool of forced assimilation. In B. Cameron & M. Luxton (Eds.), *Feminism's fight: Challenging politics and policies in Canada since 1970*, pp. 36

Week 5 – Indigenous Resistance & Resurgence

Rain, S., & Able, M. (2023 September 29). *Every Child Matters: Defining what Orange Shirt Day means*. Cultural Survival. <https://www.culturalsurvival.org/news/every-child-matters-defining-what-orange-shirt-day-means>

Yellowhead Institute (2019 October). *Land back: A Yellowhead Institute Red Paper*.
<https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>

Week 5 – Pathways to Reconciliation

United Nations. (2007 September 13). *United Nations declaration on the rights of Indigenous peoples*.
https://social.desa.un.org/sites/default/files/migrated/19/2018/11/UNDRIP_E_web.pdf

University of British Columbia (n.d.). *The Indian residential school settlement agreement*. Indian residential school history and dialogue centre. <https://irshdc.ubc.ca/learn/the-indian-residential-school-settlement-agreement/>

Week 6 – Indigenous Healing & Wellness Practices

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>

Thunderbird Partnership Foundation (2020). *Indigenous wellness framework guide*. Thunderbird Partnership Foundation.
<https://docs.fntn.ca/VC16995/Handouts/Indigenous%20Wellness%20Framework%20Reference%20Guide.pdf>

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 1- 26). Whiting & Birch Ltd.

CONNECTION TO PRACTICE

By working to develop cultural humility and a comprehensive understanding of the histories and cultures of Indigenous Peoples in Canada, you will apply self-awareness to prepare for engaging with Indigenous Peoples and communities in a good way. You will develop understanding of Indigenous ways of knowing, being, doing and connecting, relational approaches, and Indigenous healing practices to individual and collective wellness that will inform your social work practice.

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 Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 5
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

Class Schedule

Self-awareness & Being in Relation		
Class / Dates	Key Themes/Topics	Preparation, Readings, Activities and Important Dates
Week 1 May 5	<ul style="list-style-type: none">• Begin in a good way• Where do we begin? Decolonizing how and what we learn• Introductions: relational ethics and being a good relative (people, land, ancestors)• Building relationships & working with Indigenous peoples• Elder and Indigenous based community helpers• self care and personal healing• Sharing Indigenous protocols, smudge ceremony and circles• Land based learning• Red Dress Day honouring MMIWG	Gifts of Learning due May 6 @1159 Smudge ceremony and talking circle Land based learning activity: tobacco offering Complete week 1 readings and resources in preparation for small circle discussions (see under Learning resources in the course outline and Leganto In D2L)

	<ul style="list-style-type: none"> Personal and collective values, commitments, actions 	
Indigenous Peoples' Histories and Culture		
Class / Dates	Key Themes/Topics	Preparation, Readings, Activities and Important Dates
Week 2 May 12	<u>Indigenous Peoples of Turtle Island</u> <ul style="list-style-type: none"> Begin in a good way Cultural connections Indigenous ways of knowing, being, living Seen and Unseen Worldviews Natural laws, teachings, sacred values Being in relation: family, kinships, clans, community, nations <u>Colonization and its Impacts</u> <ul style="list-style-type: none"> Ways of colonization (Treaties, Indian Act, Indian residential schools, Sixties Scoop) Impacts of colonization (intergenerational trauma, epigenetics, psychological, social, health, economic) 	Gifts of Learning # 2 due May 13 @ 1159 Land based learning Smudge ceremony and Talking Circle Complete week 2 readings and resources in preparation for small circle discussions (see under Learning resources in the course outline and Leganto In D2L)
May 19	<u>STAT HOLIDAY NO CLASS TODAY</u>	
May 20	<u>Creative Imagery Assignment due to D2L Discussion Board</u>	Assignment 2: Creative Imagery due posted to D2L Discussion board by 1159p Review and comment on 5 others and provide supportive feedback by June 16.
Class 3 May 26	<u>Pathways to Reconciliation</u> <ul style="list-style-type: none"> Acknowledging truths Impacts and legacy of colonization and colonial policies Honouring truth, reconciling harms, supporting healing, confronting oppression TRC Calls to Action 	Smudge ceremony and Talking Circle Complete Week 3 readings and resources in preparation for small circle discussions Gifts of Learning #3 due May 27 @1159p
Class 4 June 2	<u>Indigenous Resistance, Resurgence, Resilience and Connection to Land</u> <ul style="list-style-type: none"> Begin in a good way Indigenous justice movements Strength-based resistance and resilience Land protectors and resistance 	Smudge ceremony and Talking Circle Complete Week 4 readings and resources Gifts of learning # 4 due June 3 @1159p No in person class today. Students will work on:

	<ul style="list-style-type: none"> • Truth and Reconciliation 	1) TRC group project building 900-1200 2) asynchronous learning activity in D2L 100-350p
Indigenous Healing & Wellness Practices		
Week / Dates	Key Themes/Topics	Preparation, Readings, Activities and Important Dates
Class 5 June 9	<ul style="list-style-type: none"> • Begin in a good way • Decolonizing social work practice • Developing restorative social work responses and interventions • Centering Indigenous healing & wellness practices • Elders and Knowledge Keepers • Indigenous teachings, healers & ceremonial leaders • Cultural ceremonies and healing practices 	Complete Week 5 readings and resources Gifts of learning # 5 due June 10 @1159p Assignment 3 TRC Project presentations due in class today
Class 6 June 16	<ul style="list-style-type: none"> • Begin in a good way • Sustaining relationships and honoring sacred circles • Storytelling • Good relations • Close in a good way • Sharing circle & debriefing • Celebration and honouring our relationships 	Gifts of learning #6 due June 16 to Dropbox by 1159 Assignment #4 due in class: Personal artifact in class sharing circle. More details will be discussed in class.
ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION		

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

This is an in-person class with face-to-face instruction. Students will be notified of any asynchronous content, and it will be posted in D2L.

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: Gifts of Learning: Individual reflection assignment: 6 Gifts 5% each for a total of (30%)

Due date: Each narrative is due the following day after each class by 11:59pm (see schedule)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description:

The cultural imperative of 'Gifts' will be introduced in class to prepare and sensitize students to this concept and will also be integrated throughout the course to build cultural awareness and knowledge. Learning in this course will emerge through attending class and being in relation with one another and our community, including the land. Students are expected to attend each class, complete any readings or resources, and participate actively and engage in small and wider instructor and group facilitated talking circle discussions, teachings, land-based learning and/or ceremonies. Students will submit a summary reflection of their learning and experiences from each class, highlighting gifts they have learned considering the following:

1. **What is one gift I received today?** *Something I: learned, reflected on, discovered, explored, envisioned, dreamed, was challenged by, heard, witnessed, experienced?*
2. **What is one gift I have given today?** *Something I: shared, offered, helped, listened, supported, developed, prepared for, participated, contributed?*

Assessment Criteria:

You will submit a 3-4 minute voice memo via the designated D2L Dropbox highlighting your key learning gifts from class each day. Six (6) gifts of learning will be submitted in total. Each learning gift will be worth 5% of the final grade. You must attend class to fully participate and complete this piece and critically reflect on engagement with learning activities. Prepare a 3-4 minute oral narrative of their Gifts of Learning and post to D2L. Narratives will be assessed on ways in which students:

- 1) Share examples from class; which may include learning activities, ceremonies, teachings, integrating course content from that particular class
- 2) Referencing at least one reading and/or resource into your narrative, (course or external and does not need to be peer reviewed)
- 3) Depth of critical self reflection in the narrative
- 4) Awareness of worldviews and values
- 5) Acknowledging the gifts of learning (Both received AND given)
- 6) Implications to your own social work practice
- 7) Post to the required Dropbox on the due date
- 8) Asynchronous class time will be given prior to the end of each class to allow students to reflect, gather resources and prepare for their oral narrative.

Assignment 2: Creative Imagery: Individual graded (35%)

25% graded for the project and 10% for discussion posts for peers

Due date: Project Due posted to Discussion board by May 20 at 11:59pm Discussion board will remain open for feedback posts until June 7 last day of class

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description

Students will use creative imagery (e.g.: photographs, logos, drawings, symbols, shapes, colors, diagrams, items from nature or digitally created) to create a display, collage, or creative journal page to highlight a program, initiative, social justice movement, organization or piece of legislation that addresses healing and wellness for Indigenous peoples. Using images expands understanding of “how” learning occurs and allows you to creatively explore ways to express meaning. Students will also include a 2 – 3-minute voice or video memo or recording explaining their visual submission. Creativity and diverse ways of learning is encouraged.

Assignment Criteria

This assignment will be posted under the designated D2L discussion board. This assignment will include a creative imagery component and a 2 – 3-minute voice memo or recording explaining their visual submission. Students will also need to review their peers’ submissions and provide comments and questions on at least three of those submissions. The grading criteria for this assignment will be discussed in class and posted on D2L.

Assignment 3: TRC Calls to Action Group Presentations

Weight: 30%

Due Date: June 9 in class presentations and circle sharing

Course learning outcomes: 1, 2, 3, 4, 5, 6, 7

The Truth and Reconciliation Commission of Canada (TRC) released its Final Report in June 2015, including its recommendations and Calls to Action to address the enduring legacy of residential schools and its impacts on both Indigenous peoples and the broader Canadian context.

Part A: Group Analysis Presentation (weight 20%):

In groups of 4-5 students, you will choose one area of the TRC Call to Action which you are interested in exploring further and prepare a 30-minute presentation. Your presentation may be done using PowerPoint, Prezi, Canva, etc. and it may also include brief media clips. As a group, you will examine and provide a summary and analysis. Your analysis should effectively link a current social issue(s) to the enduring legacy of residential schools, cultural genocide and/or colonial processes. Integrating Indigenous ways of knowing and current cultural contexts, discuss or convey the implications to social work practice using new perspectives and restorative responses. Following your presentation your

group will facilitate a brief talking circle to stimulate discussion and thoughtful feedback. You may consider preparing questions or a brief resource to encourage student engagement.

Your analysis should address the following:

- *Summary of your learning around the call to action. What do you understand now of the history of residential school and its policies within the broader context of Canadian colonial policies toward Indigenous peoples?*
- *Significance of your focus. How does the area you examine apply to current contexts? How did you come to choose this area to explore?*
- *Alignment to Indigenous way of knowing and cultural context. What are the implications to Indigenous peoples, families, communities, nations?*
- *Implications to the current social work context. Why is this call to action important to redress?*
- *Explore and develop responses that are restorative in nature and state how they acknowledge Indigenous ways of knowing. Specifically, what are responses that promote healing, reconciliation, decolonizing through a social work lens?*

Part B: Individual Reflection (weight 10%):

You will each individually share, in a 3-4 minute oral audio note: What did you learn about yourself and your personal worldview and experience of Indigenous people in this assignment? How did you contribute to this project and what evidence to support your contribution? How did you stay in relation to the group? What did you experience about your emotional and intellectual responses, reactions and reflections? Provide some critical self-reflections around some personal challenges (biases, assumptions) that you have encountered. Audio note will be posted to the D2L Dropbox May 26 by 11:59p

Assignment Criteria

Your group will work together to create a 30-minute presentation, including time for questions/active participation. Presentations may include media clips, or other sources that will help your audience to understand the topic. A minimum of four sources must be referenced 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. Any references and images used in the presentation must adhere to APA 7th edition. Your individual reflection audio note will be 3-4 minutes in length and submitted via the designated D2L Dropbox. The grading criteria for this assignment will be discussed in class and posted on D2L.

Assignment 4: Last Class Talking Circle and Artifact Sharing

Weight: 5% individually graded

Due: Shared in class June 16

Course learning outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment description: Students will participate in a closing talking circle and bring an artifact to share in the circle to summarize the course, close in a good way and strengthen the formation of relationships.

Assignment criteria

Students must be present in the last class to participate. A tangible artifact and thoughtful sharing is encouraged to describe how the artifact is meaning, symbolic, representative, cultural, spiritual and informs and strengthens your understanding and learning in this course. Connections to your program and personal lived experiences is welcome and creativity and intention is encouraged. More details will be discussed in class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. 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 may be submitted in Word or PDF format. 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).

Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.

Please refer to the Ucalgary calendar for more information on supporting documentation for absences.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills unless it is an oral narrative. 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 7th edition format. If you need writing support, please connect with the Student Success Centre.

ACADEMIC MISCONDUCT

Recommended: “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

Restricted use

This course is relational and as such the use of AI tools may hinder your substantive learning of course material. If you choose to use AI note that:

- AI tools can be used for learning course material but not for completing assignments.
- The use of AI tools for assignments may be considered an academic offense.
- Students must not copy or paraphrase from AI applications for assignments.
- If AI is used it needs to be fact checked and referenced.

The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the University’s academic misconduct policy. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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.

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 F.1.3 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 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

Additional readings and resources are available in D2L

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