

Social Work 4220 Aboriginal People and Social Work

[Print version of syllabus](#)

Syllabus Course description

An analysis of social work practice and welfare policy from an aboriginal perspective. The course emphasizes the linkage between practice and policy and overlays concepts such as colonization, decolonization, and approaches to practices which include cross culture, structure and anti-oppression in the context of Aboriginal world views, experience and helping practices. Students may not hold credit for both SWRK 4220 (or 047.422) and SWRK 4160 (or 047.416) or SWRK 4220 (or 047.422) and SWRK 4180 (or 047.418). Prerequisites: SWRK 1310 (or 047.131), SWRK 2080 (or 047.208), SWRK 2090 (or 047.209) and SWRK 3140 (or 047.314).

In this course the processes of colonization, decolonization and empowerment are discussed as they relate to: 1) emerging initiatives arising from Indigenous North American (Aboriginal) self government and; 2) the role of social work in the development and delivery of culturally sensitive policies and practice. Specific attention is given to Indigenous North American philosophies and structural social theories as they apply to historical, contemporary and emerging modes of social work practice with Indigenous North American Client systems and populations.

Course goals

Upon completion of this course you should be able to:

- Identify policy defined relationships between Aboriginal Peoples of Canada and the Canadian State.
- Identify the manner in which broader North American policies have impacted Indigenous North Americans in Canada.
- Identify the resurgence of Indigenous North American ways of helping and healing as part of the decolonization process.
- Identify the historical value and cultural foundations of Indigenous North American ways of helping, teaching, and healing.
- Describe the relationship between colonizing Euro-western powers and Indigenous North American populations.
- Describe the manner in which social welfare institutions are used as an instrument of Canadian social policy with Indigenous North American populations in Canada.
- Describe decolonization processes among Indigenous North American populations.
- Discuss potential for change in existing social welfare institutions serving Indigenous North American populations in Canada.
- Explain the impact of colonization on traditional Indigenous North American social institutions.
- Critically analyze social work practice from an Indigenist perspective.

Course materials

Required

Bookstore

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your materials.

Textbooks

- **Cannon, M. & Sunseri, L. (Eds.).** (2011). *Racism, Colonialism, and Indigeneity in Canada*. Don Mills, ON: Oxford University Press
- **Frideres, J. & Gadacz, R.** (2012). *Aboriginal Peoples in Canada*. Toronto, ON: Pearson Prentice Hall
- **Memmi, A.** (1965). *The Colonizer and the Colonized, Expanded Ed.* Boston, MA: Beacon Press
- **Sinclair, R., Hart, M. A., and Bruyere, G.** (2009). *Wichitowin: Aboriginal Social Work in Canada*. Halifax & Winnipeg: Fernwood Publishing

Optional

Textbooks

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6thed.). Washington, DC
- Szuchman, L. & Thomlison, B. (2008). *Writing with style: APA style for social work* (3rded.). Belmont, CA: Brooks/Cole-

Thomson Learning

Websites

- [Perdue Online Writing Lab](#)

Course overview

Overview

The approach to this course is one which you as a student will have a rich learning experience that includes audio-enhanced PowerPoint lectures, video clips, online discussions, films, and reading materials that have been organized in a flexible format intended to greatly enhance the online learning experience.

Topics

This is a six credit hour course divided into 26 weekly topics over two terms. The first term examines culture and the consequences of contact and colonization. The second term is practice focused and examines issues of identity, decolonization and Indigenous centered social work intervention.

Theme One: Culture and the Consequences of Contact

- Indigenous Peoples
- Traditional Aboriginal cultures and world views
- Aboriginal Identity
- Whiteness, power and racism
- Theoretical perspectives
- Residential schools
- Women and GLBTQ persons

Theme Two: History of Policy Related to Indigenous North Americans

- History of colonization
- Contemporary realities
- Land claims
- Economic development
- The justice system

Theme Three: Indigenous Identity

- Culture and identity development
- Cultural competence and intervention
- Decolonization
- Spirituality and healing

Theme Four: Social Work Intervention with Indigenous North Americans

- Practice approaches
- Child welfare
- Health and mental Health
- Motivational interviewing
- The medicine wheel
- The Sweat lodge
- Community intervention

Learning activities

In this course you will have three major sources of information: the video discussion, your fellow students, and the course texts. They are meant to be used together in the following fashion:

Knowledge building through individual activity:

When beginning a unit, refer to the course website and watch the introduction video discussion which will present a synopsis of the material prepared by your instructor for the unit. This material is intended to guide you through the week, identify essential understandings, and as an introduction to the text readings, which should be your next step. This synopsis will direct you through the text, indicating any points of potential difficulty.

Knowledge building through collaborative activity:

After reading all of the background material for the unit you will be asked to participate in a discussion forum to share your thoughts with members of the class, and in some cases, to work collaboratively on assignments. Dialogue is important here, as

it creates a professional learning community in which you can share ideas and questions, learn from each other's expertise, and critically analyze topics, readings, and practices in our field. Your instructor won't be directing the discussion, but he or she will check in occasionally to answer any questions or contribute some information that may be helpful. Discussions can continue as long as there are course issues to be discussed.

Knowledge building through application and continuous assessment:

There are two major activities in which you will have opportunity to demonstrate application of your learning in real contexts. The first is through creation of three reflection papers designed to demonstrate your integration of the course material into your practice. The second activity is the presentation of community intervention you have designed in response to a specific case.

Throughout the course **confidentiality is to be practiced and maintained** whether in written assignments, online discussions or in discussions about the course outside of the classroom.

Evaluation and grading

Distribution of marks

For each piece of work you will receive a percentage mark. The mark, as a portion of your coursework will receive the weighting noted below for each term. Your final grade will be calculated by determining the average of the two terms.

Part A

Evaluation	Percentage
Assignment 1: Discussion Forum Participation	40%
Assignment 2 & 3: Reaction Paper (x2)	10% (2 x 5%)
Test 1: Essay	30%
Test 2: Multiple Choice Quiz	20%
Total	100%

Part B

Evaluation	Percentage
Assignment 1: Discussion Forum Participation	40%
Assignment 4: Reflection Paper	20%
Tests 3 & 4: Multiple Choice Quizzes (x2)	40% (2 x 20%)
Total	100%

Grading scale

Letter grade	Percentage range	Description
A+	> 93	Exceptional
A	86 - <93	Excellent
B+	79 - <86	Very good
B	72 - <79	Good
C+	65 - <72	Satisfactory
C	58 - <65	Adequate
D	50 - <58	Unacceptable
F	less than 50	Failure

Note: All final grades are subject to departmental review. Appeals of final grades are to be directed to the Appeals Committee, Faculty of Social Work. Requests to re-read an assignment or to re-consider a grade may be directed to the instructor with a supporting rationale in writing within two weeks of receiving the graded assignment. Please refer to the Student Handbook for further details on academic regulations and procedures.

Attendance

Students who miss 2 classes in a 3 credit hour may be required to write a general knowledge examination (at the discretion of

the instructor) or do an additional assignment. Students who miss 1/3 of the classes in the following courses may (at the discretion of the instructor) fail:

- SWRK 3140 Introduction to
- SW PracticeSWRK 2070 Small Group Dynamics
- SWRK 4130 Advanced IPCS
- **SWRK 4220 Aboriginal Peoples and SW Practice**
- SWRK 4070 Social Problem and SW Practice Seminar: Inner City Practices
- SWRK 2080 IPCS
- SWRK 4210 Feminist Perspectives on SW
- SWRK 4200 Field Focus of SW Practice

Exceptional circumstances such as prolonged illness which has a significant impact on overall attendance may be given special consideration upon a written request at the end of the term. The instructor has the right to set deadlines and to impose the grade of an 'F' for un-negotiated and/or unreasonable delays from students. In the normal course of events students are expected to meet deadlines and complete all course requirements within the regular academic session.

Assignments

Assignment 1: Participation in discussions

Discussion forums are meant to create a professional learning community. It is expected that each student will contribute to the learning of the community, and reflect on the contributions of others in these forums. Marks for this assignment are based on weekly participation. Each week you have the potential to receive 4 points for discussion forum participation which equates to 2% of your final grade weekly. Failure to participate in a discussion forum is equivalent to "missing a class". Please refer to attendance regulations outlined in this document for further clarification.

Assignments 2 & 3: Reaction paper (x2)

In each of these assignments you will be asked to write a six page response to an assigned video. The response should present a brief synopsis of the video as well as your reaction to it.

Assignment 4: Reflection paper: Individualized worldview

The completion of this paper will require the selection of eight (8) areas from the Individualized Worldview assessment model presented and discussed in the PowerPoint lecture. A major area of focus for this paper will be the inclusion of material related to how this course has had an impact on your own worldview development.

Test 1: Essay

This open-book test will address the material presented in weeks 1-8 of the course. For this test you are given 6 essay questions of which you will select 5 to answer. You will be expected to cite material from your readings with your answers. **The test will be distributed in week five, and will be due by week nine.**

Tests 2, 3 & 4: Multiple choice quizzes

These quizzes will take place online. The quiz will be made available for a fixed period of time and you will be limited to one attempt at each quiz. Once you start the quiz you will have a maximum of three hours to complete it. You must complete the quiz in one sitting. Review materials for quizzes will be distributed two weeks prior to their release.

Note: Detailed instructions about the assignments are found in the assignment widget in your course website.

Assignment due dates

Consult your course schedule for the assignment due dates.

Policy on extensions, late assignments, and resubmissions

To be fair to all students, any extensions for the final assignment must be discussed with the instructor prior to the due date. Assignments handed in late without prior approval may be deducted by 5% of the final grade for each day late. Special circumstances requiring modifications to the final assignment due date must be discussed and negotiated with the instructor well in advance of the due date (e.g., at least 2 weeks prior). If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other students (this is a fancy/academic way of saying that an extension will not be granted!). There will be no opportunity for resubmissions.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

Student and academic staff responsibilities

The University of Manitoba has expectations regarding student behaviour. Policies concerning inappropriate or disruptive behaviour are online: http://umanitoba.ca/admin/governance/governing_documents/students/279.htm

And policies regarding student discipline are online: http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html

In addition, policies regarding academic staff's responsibilities regarding students are available online: http://umanitoba.ca/admin/governance/governing_documents/students/278.htm

Confidentiality is to be practiced and maintained whether in written assignments, in-class discussions, or in discussions about

the course outside of class.

Professional unsuitability

The Faculty of Social Work may require any student to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of Social Work. For further information please refer to the undergraduate handbook: http://umanitoba.ca/faculties/social_work/media/BSW_Handbook_2012-2013_Final_updates_April_26_12.docx

Or, the graduate handbook:

http://umanitoba.ca/social_work/media/Pre-MSW_MSW_Handbook_2011-2012.pdf

General expectations

As students and adult learners with experience and knowledge it is expected that you contribute to the course learning and teaching through attendance (online if necessary) and participation. Written assignments are expected to meet usual requirements of scholarship at the undergraduate level. In addition to the presence of content relevant to the course objectives, these will be among the criteria used in assigning the grade and include: appropriate use of the literature, coherence in the organization between and within sections, presentation of available evidence for your arguments and a logic to the steps taken towards conclusions. Assignments must use the APA reference style.

Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

Acknowledgements

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