SWK322 Indigenous People and Social Work Practice  
Summer 2018  
Intensive Week August 6 – August 10, 2018

I would like to acknowledge that the land on which we gather is the traditional territory of Anishinaabeg, Cree, OjiCree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

Professor:              Susan Mair, MSW, RSW  
Contact information:    susan_mair@boothuc.ca  
                        204-223-1781 (Please text)
Duration:               July 9 2018 – Oct. 12, 2018  
                        In-Class Instruction August 6 – 10, 2018  
                        8:30 am – 12:00 pm and 1:00 pm – 4:30 pm  
                        Including one day Sweat Lodge Ceremony
Delivery Mode:          Hybrid
Credits:                3 credit hours
Prerequisites:          Registered in level 3 or above. Enrolment is limited. Priority is given to graduating students requiring course for graduation.
Voluntary Withdrawal Deadline:  September 14, 2018
Time Extension Application Deadline:  September 28, 2018

Office Hours:  By appointment

Availability: Appointments can be scheduled during office hours or during another time that is mutually satisfactory to both the student and the instructor. If questions or concerns come up between class sessions students are encouraged to use email to connect with me. In case of emergency, please feel free to call me at home 204-223-1781 prior to 8:00 pm or text me. I will respond within 24 hours, except on weekends and holidays.
Syllabus Statement

Social work practitioners find themselves working with Indigenous people in a variety of settings and situations. This course introduces students to the history of Indigenous people and basic elements of Indigenous social work practice.

Course Description

The purpose of this course is to provide students with knowledge and skills which will enhance their capacity to work with Indigenous people. Historical and contemporary issues impacting Indigenous people will be examined. Factors contributing to some of the social issues facing First Nations families will be identified and implications for social work practice discussed. The realities of colonization as experienced by First Nations people both internally and externally will be discussed in detail. Students will explore the native worldview and paradigm that creates a dichotomy to mainstream approaches of healing.

Exploration of concepts of healing that flow from an Indigenous worldview and the healing journey taken by individuals, their families, their extended family and their community will be considered. Students learn experientially about traditional values, philosophy, teachings and ceremonies of Indigenous people. This takes place through the use of sharing circles, videos, participation in Aboriginal ceremonies, teachings by elders, and sharing by guests from the community.

Program Outcomes

Social work program outcomes fall under the following categories:

<table>
<thead>
<tr>
<th>Social Work Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification as a professional social worker and use of self</td>
</tr>
<tr>
<td>2. Adherence to the Social Work Code of Ethics and Adoption of Social Work Values in Professional Practice</td>
</tr>
<tr>
<td>3. Professional practice skills with individuals, families, groups, communities and organizations, applying knowledge of human behaviour and the social environment</td>
</tr>
<tr>
<td>4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels</td>
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<tr>
<td>5. Employment of critical thinking in professional practice</td>
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<tr>
<td>6. Engage in research</td>
</tr>
<tr>
<td>7. Engage in policy analysis and development to advance social and economic well-being and deliver effective social work services</td>
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</tbody>
</table>
# Learning Objectives

Upon successful completion of this course, the student should be able to:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Social Work Program Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the historical events related to colonization and structural barriers that shape the needs of Indigenous people today.</td>
<td>4c, 4d</td>
<td>Readings, discussion critical reflection journals, major paper</td>
</tr>
<tr>
<td>Assess the effects of the Indian Act on the development of generational trauma.</td>
<td>4c, 4d, 3a, c, 5a</td>
<td>Readings, activities, book comparisons, reflection journals</td>
</tr>
<tr>
<td>Identify and analyze key social issues impacting First Nations people and their communities today.</td>
<td>6a, 5a, 5c, 3a, c, 5f</td>
<td>Book comparison, major paper, call to action</td>
</tr>
<tr>
<td>Analyze the historical and current roles of social workers as well as implications for practice.</td>
<td>4a, b, c, d, 5a, c, 7a, c</td>
<td>Readings, activities, discussion</td>
</tr>
<tr>
<td>Develop an appreciation of Indigenous perspectives of helping and healing.</td>
<td>3a, c, d, 4a, 5a</td>
<td>Elders, readings, group discussion, major paper</td>
</tr>
<tr>
<td>Analyze traditional and contemporary approaches of helping and healing.</td>
<td>3a, c, d, 4a, 5a</td>
<td>Book comparisons, major paper &amp; class discussion</td>
</tr>
<tr>
<td>Articulate how personal values, beliefs and worldview impact the practice framework of the social worker in relation to racism, colonization and differing models of helping.</td>
<td>1a, 2b, 2c</td>
<td>Sharing circles, critical reflection journals, discussion, &amp; call to action</td>
</tr>
<tr>
<td>Learn from each other in an environment that nurtures self-reflection through dialogue, storytelling and other ways of communication.</td>
<td>1a, 2b, 2c</td>
<td>Class discussions, activities and sweat lodge ceremony</td>
</tr>
</tbody>
</table>
Course Format

This course will follow a learning format consistent with Indigenous methods of learning and will not follow a typical lecture format. The instructor will post relevant material to the course site prior to the class session. Readings, videos, activities, practica, work experience, and interaction with guest speakers will form a basis for discussion of course content. This course is both theoretical and experiential in nature. Students are expected to actively participate in all aspects of the class and come to class prepared with readings completed, ready and willing to share insights. This course requires students to risk and move outside of their comfort zone each day throughout the course.

Due to the nature of the content of this course students may find this course emotionally draining. Therefore, students are strongly encouraged to free their schedules to give time for reflection and renewal each evening.

Students are expected to attend all class sessions to receive a passing grade for this course.

Sweat Lodge Ceremony

Students will participate in a Sweat Lodge ceremony Date and Location TBA. There will be a small fee attached to the field trip and other activities involved in the course. The cost of the field trip is $15.00, which includes food following the Sweat Lodge ceremony and ceremonial gifts for the Elder and Fire Keeper.

Course Textbooks & Required Readings


Textbooks may be purchased through Amazon or directly from the publisher.

Additional Readings

A number of additional readings are included in the course outline. Students are asked to select 2 readings, in addition to textbook readings, each day to add to the discussion. These readings and the bibliography found on the course site will be useful in writing your major paper.
Tentative Course Schedule

A range of topics and Indigenous approaches to healing will be discussed. The course schedule is subject to change pending availability of guest speakers. Select a minimum of 2 readings each day, in addition to the readings from the text, for enriching the in-class discussion.

Day One
Monday August 6, 2018

Historical Overview of Indigenous People

- History of Indigenous People
- Colonization
- Identity
- Residential Schools, Compensation & Apology

Readings

Baskin – Chapters 1 & 14

Frideres – Chapters 1-3, & 7


Day 2  
Tuesday August 7, 2018

Circle in the Square Presentation  
Increase cultural awareness - focus on information to help develop and ensure culturally safe programs, services and environments.

Aboriginal Rights and Social Justice Issues

- Indian Act
- Treaties
- Constitution
- Settler Privilege & Relations with Indigenous People
- Reconciliation, Truth & Reconciliation Commission in Canada
- Working with Indigenous People in the Criminal Justice System

Readings

Baskin Chapters 6, 10, & 11

Frideres Chapters 5, 10 & 11


Honouring the Truth, Reconciling for the Future, Summary of the Final Report of the Truth and Reconciliation Commission of Canada  


United Nations Declaration on the Rights of Indigenous Peoples  
[https://www.aadnc-aandc.gc.ca/eng/1309374407406/1309374458958](https://www.aadnc-aandc.gc.ca/eng/1309374407406/1309374458958)
Indigenous people are struggling to improve their lives while rediscovering their traditional values after years of oppression. Many of the social issues impacting indigenous people have a tendency of reinforcing one another. For example, poverty, ill health, educational failure, family violence, addictions, homelessness and other social problems are complex and intertwined. To break the cycle of destruction many of these conditions must be tackled together.

Today we will look at a number of social issues impacting Indigenous Peoples - focus on Child Welfare including intersections with the following:

- Addictions
- Education
- Health
- Homelessness
- Incarceration
- Income disparities
- Intergenerational Trauma
- Intimate Partner Violence
- Mental Health
- Poverty
- Unemployment

Readings

Baskin Chapters 4, 5, 6

Frideres Chapters 4 & 8


**Day 4**
**Thursday August 9, 2018**

**Indigenous Healing Ceremonies**

Today students will participate in a sweat lodge ceremony.

- Role of Elders
- Dancing
- Healing Circles
- Naming Ceremonies
- Pipe Ceremony
- Role of Men & Women in Indigenous culture
- Singing & Chanting
- Smudging
- Storytelling
- Sun Dance
- Sweat Lodge Ceremony
- Pow Wows
- Vision Quests

**Readings**

Baskin Chapters 7, 8 & 10

**Day 5**
**Friday August 10, 2018**

**Call to Action: Culturally Competent Practice**

- Cultural Competent Social Work Practice
- Indigenous Accord
- Call to Action - Community and Ally participation
- Course Wrap-up

**Readings**

Baskin Chapters 11, 13, 16 & 17


**Course Requirements & Assignments**

The assignments in SWK322 are designed to assist students in honing their critical thinking, theoretical and practice skills in working with Indigenous people. Students are given the opportunity to reflect on the content and implications for practice and develop a culturally appropriate response to social issues facing First Nations people.

**Summary of Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Pre-Course Assignment Book Review</td>
<td>Aug. 6, 2018 7:55 a.m.</td>
</tr>
<tr>
<td>Major Paper (Part A )</td>
<td>October 8, 2018 23:55 p.m.</td>
</tr>
<tr>
<td>Major Paper (Part B)</td>
<td>October 8, 2018 23:55 p.m.</td>
</tr>
</tbody>
</table>

**Assignment Guidelines**

Effective written communication skills are essential to professional social work practice. All written assignments must be typed double-spaced with one inch margins on all sides and font size of 12. All pages must be numbered. All assignments should include a title page i.e. name, title of project, and date submitted. The cover page and reference pages do not count towards the required number of pages for the assignment. Review your assignments for clarity, style, punctuation, grammar and spelling.

All Assignments must be completed in *APA format 6th edition.*

Assignments should be submitted *electronically* by uploading them to the assigned drop box on the course website. *Double check to make sure your document uploaded probably.*

**Format for Submission of all Assignments – Last Name, First Initial, Name of Assignment**

All assignments must be submitted as *Microsoft Word* documents.
Grading Criteria

- Is the paper crafted with a strong introduction giving the reader an understanding of the topic and direction of the paper?
- Has a critical analysis of the literature been done on the topic?
- Are arguments clearly articulated?
- Have quotations and/or references to the literature been used that are appropriate?
- Is the paper organized coherently and clearly (e.g. subheadings, et cetera)?
- Is there evidence of originality and creativity (particularly for the Call to Action assignment)
- Is the conclusion a strong summary of the paper’s main points?

Further consideration of the grade of the paper will include the syntax & format:
- Proper use of APA 6th edition citation rules
- Absence of typing & spelling mistakes
- Title page
- Page numbering
- Appropriate margins and layout of paper

Pre Course Assignment-
Book Review and Topic Identification Value 40 points

The purpose of this assignment is to analyze the range of themes, topics, ideas, and perspectives shared in each of the two course textbooks STRONG HELPERS TEACHINGS and FIRST NATIONS IN THE TWENTY-FIRST CENTURY. Your first task in this assignment will be to read each book and develop a good understanding of the major themes contained in both. You can do this by making a few simple lists of themes that might be comparable with page numbers of where the themes are found in the book. Look for similar and different ways the information is presented by the authors when reflecting on the theme. Once completed, the paper will be organized as follows

Part One- (2 pages: 1 for each book)

Students will complete a written book review summarizing for each of the texts. When writing the summary, students are to synopsize the ideas and information both authors have presented.

Part Two (4-5 Pages)
Select six topics (ideally 3 from each book) that resonate with you. Think about what topics you find most interesting, most relevant with your current understanding of Indigenous People, most surprising, most share worthy, most shocking, most concerning, most hopeful to name a few. Describe the topics you have chosen and why you chose them. Your position must go beyond a simple summary of the topic to also
include your visceral experience to the readings especially if some of this information is new or challenges some long held beliefs and stereotypes. The topics you choose should also include your past knowledge of the topic and a few key points about the topic in the book that resonated with you. You will be examining another person’s thoughts on the topic, in this case the authors, but from your point of view Include references from the texts to support the topic you choose including page numbers.

Part 3 (1-2 Pages)

In the conclusion of your paper discuss the implications of what you learned and how the information contained in the books will impact how you conduct your social work practice in the future.

Mode of Presentation: Typewritten, 1" margins, 7-9 pages (double-spaced)

Due Date: Monday August 6, 2018 @ 7:55 a.m.

Critical Reflection Journals Value 40 points

Purpose: An understanding of diversity and difference, power and privilege, and oppression, as well as an understanding of one’s self within these systems is an essential foundation for culturally competent social work practice. This assignment gives students the opportunity to reflect on their own position of power and privilege, understand more about whom they are, their values, their own socialization, and their ability to value diversity. Your journal is a safe place to explore your own feelings, perceptions and observations that arise from the course materials, discussions and presentations. As well provides the opportunity to synthesize learning in class, your interpretation of course readings and lived experience.

Components of the Journal

Students are required to complete a daily critical reflection based on learning from that day. The journal is intended as an instrument of personal reflection and enlightenment. This will assist you in getting in touch with Aboriginal people’s experiences, your own feelings related to these experiences, and the implications of these experiences for social work practice. Consider the following questions when writing your journal:

Refer to specific readings and comments from the class when writing your thoughts at the conclusion of each day. Your reflections will include readings from outside of the textbooks for the course.

Students are encouraged to reflect on issues impacting Aboriginal people and underlying causes of the issues; assumptions about Aboriginal social work practice; ways in which culture and tradition can inform your social work practice; and any shifts
in thinking as a result of your learning experiences from the beginning of the course. When writing your journal, consider:

Critical reflection journals will be graded using the following criteria:

1. Identify the readings, class discussion, video, guest and or lecture upon which your critical reflection is based. Explain clearly what caught your attention,
2. Explain why/how this information/class discussion has impacted you. Use critical reflective thinking to relate the material to your own personal experiences, thoughts and feelings. The instructor will be looking for a demonstration of self-awareness and the impact of the course material on that awareness.
3. Did something presented in the class provoke something within you? How did you react and what was at the root of your reaction?
4. New learning or insight you will take away from the course. Identify the impact of your learning in this course on your beliefs, values, and attitudes as a social worker.
5. Identify any paradigm shifts experienced. What connections did you make between the course teachings and your future practice as a social worker?
6. Include references to the readings, lectures, and presentations in each of your reflections.
7. Your ability to empathize with the experiences of Indigenous people will be evaluated.
8. You will demonstrate ability to express ideas clearly, concisely, and in a well written manner. The document has been proof read for spelling and grammatical errors.
9. APA citation style is used for references.

Include a final journal entry following your five entries for the week reflect on the changes in your thinking, attitudes, and how this change will impact your effectiveness working with Indigenous people. Identify any personal challenges experienced in the course. (1 page)

Following completion of your journal entries submit a grade for your participation based on your perception of your participation. Provide a rationale for your participation. See the information for participation found under participation.

Date each reflection i.e. Monday, Tuesday, final reflection, participation, etc. Be sure to refer to each session, am and/or pm each day, when writing your reflections.

Mode of Presentation & Length: typewritten, double-spaced, 2 pages per day, plus final reflection (1 page)

Due Date: August 13, 2018 @ 23:55 pm
Major Paper

Purpose: This assignment provides students with the opportunity of exploring in depth a social issue impacting Indigenous people.

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender, geographic location, health, physical ability, race, sexual preference and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

This assignment is divided into two parts.

Part A – Social Issue  Value 45 points

Examine a contemporary social issue impacting Indigenous individuals and communities within the context of the historical events that have influenced their lives. Include the following sections in your paper. Please use headings writing your paper.

- The history of the issue. Most issues impacting Indigenous people can be traced back to the Indian Act, residential school system or the sixties scoop.
- Identify how policy and practice may continue to perpetuate colonization or oppression
- Conduct a literature search on the social issue. (Use at least 10 sources). Your course textbooks and readings are part of the literature review. Students will be required to draw upon other sources besides those used in the course. There is a wealth of information on the internet. Students are encouraged to seek out information on the internet, but be selective in what to use. For the purpose of this assignment use peer reviewed journal articles and chapters from scholarly books. Limit internet resources to government documents, materials from governmental departments, organizations such as the United Nations, and policy institutes. If you have any questions on what is appropriate to use, ask me. There will be a grading penalty for papers using non-scholarly resources.
- Identify the long term effects of trauma (symptoms) from the literature affecting the client, family system or community from the social issue.
- Create a case scenario. Your case scenario will include the long term effects of the issue from the literature of the social issue. It can be a simulated case, from your practicum setting, or one that is written in a book or journal article, or one that you make up.
- Outline a treatment plan using Indigenous culture, values methodology, healing approaches using the medicine wheel and case scenario as a treatment planning and intervention tool.
Discuss how a shift from focus on the individual as client to client as family and community change your roles and responsibilities as a social worker. Identify 3 key actions that would change in your practice.

Discuss your role and responsibility as an Ally or working with Allies related to your topic of Indigenous people

Part B – Becoming an Ally – Call to Action

The Truth and Reconciliation Commission of Canada (TRC) has released its Final Report, 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. Choose one area of the TRC Call to Action to examine in relation to the topic for your major paper.

Attend an event, a workshop, a gathering, an advocacy demonstration, or volunteer with an existing service which relates to the topic you chose.

CAVEAT: The above community participation aspect of the paper needs to be cleared with the instructor and submitted by email by September 3, 2018. In other words, what a student chooses to be involved with needs to be approved by the instructor. Students will not be permitted to attend a program, event or service which they have previously attended, nor is part of their past or current work, volunteer, or practicum.

ATTENDANCE CONFIRMATION REQUIRED: Students are to submit a signed copy of their attendance including the date to confirm attendance. This document can be scanned and included as part of the assignment. See last page of Syllabus for copy to be signed.

Suggestions Community Action Involvement

Here are some websites and ideas for community involvement. This list is not all inclusive.

Volunteering with Got Bannock (First and third Sunday every month). https://www.facebook.com/GotBannock/

Ground Work for Change http://www.groundworkforchange.org/

Ogijiita Pimatiswin Kinamatwin (OPK) www.opkmanitoba.com

Bear Clan https://www.bearclanpatrolinc.com/

Mama Bear Clan Patrol (Every Friday and Sunday)
6:00 p.m. North Point Douglas Women’s Centre
221 Austin St. N.
Community leaders such as Wab Kinew, Nahanni Fontaine, Bernadette Smith, Mitch BOURBONNIERE have facebook pages/ websites with updates on local events, initiatives and issues.

CALL TO ACTION: Assignment Requirements:
Include the following:
- Who, what, where, when, and why of the event or organization
- At the event you should notice who is and is not in attendance. Community leaders, indigenous/non-indigenous people, media, and so on. What does this mean?
- How has your attendance at the event enhanced your understanding of the topic? Use this experience to deepen your understanding of the issue and movement beyond what your research has told you so far.
- What do you understand now of the history of residential schools and policies within the broader context of Canadian colonial policies towards Indigenous peoples.
- How organized was this event?
- How successful was the event?
- How can other people get involved in this issue?
- Summary of your learning around the call to action

Students are encouraged to be creative in the way they present their learning from this experience. Consider writing a blog, creating a website, creating a PowerPoint, a digital bulletin board, video clip, collage etc.

Mode of Presentation:
   **Part A:** 15-20 typewritten pages, 12 font, 1 inch margins, double-spaced APA Format

   **Part B:** blog, website, storyboard, etc. Students have some creative license for this part of the assignment as long as it incorporates all of the assignment requirements (see above).
Submission: Submit Part A via course dropbox. Submit Part B by course dropbox, email, or link consistent with format used for completion of assignment.

Due Date: Oct. 8, 2018 by 23:55 pm

**Participation and Preparation**

Value 40 points

This is an interactive course that uses Indigenous ways of learning as the major method of teaching in the course. *This means the majority of the class time will be spent in circle format.* Therefore, it is critical that students come prepared with readings completed for the class and ready to participate. Students are required to stretch outside of their comfort zone and take risks in participating throughout the duration of the course as this is a highly interactive and experiential course.

Participation counts for 40 points of your grade in this course. Here are the behaviours that count:

- Contributions are relevant to the current discussion and build upon the contributions of others
- Demonstrates ability to explore and challenge biases and beliefs regarding Indigenous people
- Communicates changes in attitudes and biases throughout the course
- Identify your own feelings and empathize with Indigenous people
- Demonstrate critical thinking skills and develop substantive ideas or arguments that result in your classmates receiving a different and important point of view
- Your comments indicate individual thought based on your own values, attitudes, beliefs, experiences, including implications for social work practice
- You are willing to take risks with your instructor and peers
- Actively participate in all aspects of the course.

Here are the value-added behaviours—the ones that put your contributions over the top and lead to an A for participation:

- Responding to something another student says thereby expanding and taking the conversation to another level
- Constructively disagreeing with something in the readings or said in class by your instructor or another student and being able to back up your comments from the readings
- Incorporating readings with your comments

*At the end of the week, I'll ask you to summarize your contributions throughout the week. Suggest what grade you think these contributions merit. I'll respond to your note with my feedback and grade based on my observations of your participation throughout the week. A self-assessment gives students the opportunity to reflect and honestly evaluate their own performance.*
Course Marks

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Book Review and Topic Identification</td>
<td>40</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>40</td>
</tr>
<tr>
<td>Major Paper</td>
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<tr>
<td>Part A</td>
<td>45</td>
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<tr>
<td>Part B</td>
<td>35</td>
</tr>
<tr>
<td>Participation &amp; Preparation</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>200</td>
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</table>

Total 200 points divided by 2 = 100%

Grading Scale

Here is the interpretation of the letter grades as per the University College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional Performance with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Range</td>
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<td>-------</td>
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<tr>
<td>C+</td>
<td>Satisfactory Performance with evidence of a satisfactory grasp of the subject matter, evidence of</td>
<td>65-69%</td>
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<tr>
<td></td>
<td>critical capacity, an ability to develop solutions to simple problems found in the material; evidence</td>
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<td></td>
<td>of familiarity with some of the relevant literature.</td>
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<tr>
<td>C</td>
<td>Adequate Performance with evidence of an adequate grasp of the subject matter; some evidence</td>
<td>60-64%</td>
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<tr>
<td></td>
<td>of critical capacity, an ability to develop solutions to simple problems found in the material; evidence</td>
<td></td>
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<tr>
<td></td>
<td>of familiarity with some of the relevant literature.</td>
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<tr>
<td>D</td>
<td>Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence</td>
<td>50-59%</td>
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<td></td>
<td>that critical and analytical skills have been used.</td>
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<tr>
<td>F</td>
<td>Inadequate Performance with little evidence of even a superficial understanding of the subject matter;</td>
<td>0-49%</td>
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<tr>
<td></td>
<td>serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature;</td>
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<tr>
<td></td>
<td>failure to satisfy course requirements.</td>
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</tbody>
</table>

A C+ is required in this course to satisfy program requirements.

**Booth UC Academic Policy Statements**

Students are responsible for reviewing and abiding by all Booth UC academic policies in the current Academic Calendar.

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered
plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean (see Academic Appeals).

Policy on the Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms
We consider the Booth classroom environment to be a special place of focused engagement between professors and fellow students. As such, electronic devices are allowed in the classroom only for the purposes of course instruction. The use of computers, the internet (including email), downloaded material, or other electronic devices such as cell phones require the express permission of the instructor. Social networking sites such as Facebook, Twitter, blogging and other related activities are not allowed in Booth classrooms. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

Late Assignments
Assignments are due as scheduled. Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must complete grading and submit grades on time. Any extensions must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment late has been granted.

In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. Extensions will only be granted under exceptional circumstances, such as family emergency or illness requiring treatment by a physician. If such circumstances arise, it is the student's responsibility to notify the instructor before the assignment is due. A note from a doctor may be required. Factors such as poor planning or lack of time management, computer software difficulties, or printer
malfunct —ions are not sufficient grounds for requesting an extension. Each day an assignment is late (including weekends) 5% of the final grade will be subtracted (up to the value of the assignment). This includes the due date.

All assignments must be completed to receive a passing grade for the course.

Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.

**Class Attendance**

Class attendance is essential to the success of the course and also to your professional preparation and understanding of course content. Students are required to attend all class sessions. Students who miss or are unable to attend all aspects of the course will be required to withdraw from the course. Please arrive on time.

**Policy on Unclaimed Term Work**

It is the student’s responsibility to claim all term work, assignments or tests. Any term work that has not been claimed by students will be held for a period of four months from the end of final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to FIPPA guidelines.

**Professional Unsuitability**

The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.

**Bibliography**

A comprehensive bibliography of resources is uploaded to the course site.
SWK 322 Indigenous Peoples and Social Work Practise 2018

Attendance/ Participation Confirmation Form

To whom it may concern,

I hereby confirm that ___________________________(name of the student)
attended the ___________________________________(name of the organization/
 event) on ______________________ (date).

Name: ___________________________(To be completed by event organizer)

Signature: ________________________ (To be signed by event organizer)