COURSE DESCRIPTION:
Through direct interaction with Indigenous Elders, political leaders and human service workers, students will explore traditional and contemporary approaches used by Indigenous peoples to help and heal in their communities. Students will be challenged to integrate these approaches into their own lives and social work practices. (University of Victoria Calendar)

COURSE OBJECTIVES:
At the conclusion of this course, you will be able to:
• identify traditional and contemporary ways of healing and helping
• identify Indigenous healers and helpers in the community (and/or how to approach Indigenous healers and helpers)
• understand and demonstrate the local protocols that are necessary to interact on Indigenous lands in a respectful and honorable way
• examine and articulate your own values and beliefs about healing and helping
• explore similarities and differences in various Indigenous cultures
• explore how we live our culture and traditions into the work we do.

TECHNOLOGY REQUIRED FOR COURSE:
This course requires technological access including Internet. On-campus students will be expected to access the 391 Distance Education CourseSpaces (Moodle) site. In order to access this site, students are required to have email and web access.

METHOD OF DELIVERY:

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This course is jointly delivered to on-campus and distance education cohorts. Collectively the groups are considered one class although each group participates in different ways. The Distance students are welcome to join the on-campus class if they are able (but are not required to attend).

**Structure and Format of the Course (Including Course Materials):**
SW391 is jointly delivered in a distance education and on-campus format; the entire class (on-campus and distance) will be assigned the same readings and course material. Please see the course schedule for the weekly topics, readings and course materials.

**Potential Audience:**
Students taking this course will be enrolled in the BSW program and in the Indigenous Specialization, the Indigenous Child Welfare Specialization or other students given special permission.

**Prerequisites:**
There are no prerequisite courses for this course.

**Class Climate**
The School of Social Work and the University of Victoria in general, has made a conscious effort to ensure that the diverse experiences of the students, staff and faculty are respected. To ensure that all students feel welcome in participating in classroom (both virtual and on-campus), it is expected that the instructor and students engage in respectful dialogue in both large and small group discussions.

**Course Readings and Materials**
This course utilizes several mediums to distribute information, as you can see the course includes: a textbook, access to CourseSpaces site with resources including audio files of the Thomas King’s lectures, podcasts and power point presentations, and a DVD. The reasons for including these diverse informational mediums are to ensure that you have access to oral transmission of knowledge – which is central to an Indigenous way of knowing.

- DVD Jacks, T. (2000). *The warmth of love: The four seasons of Sophie*
COURSE SCHEDULE AND READINGS

Week 1  Introduction to course


Week 2  Foundations of Indigenous Approaches to Healing and Helping


Week 3  The Significance of Cultural Protocols and Relationships


Week 4  Traditional Ways of Helping: Sharing Circles, Listening, and the Wheel

- Green, Jacquie (2003). *As Our journey in Perspectives comes to a close pp. 19.* (Moodle Site)
Week 5  *Indigenous Values/Beliefs, Natural Law and Western Social Work Codes of Ethics*

- BC Association of Social Workers Code of Ethics (Moodle Site)
- Canadian Association of Social Workers Code of Ethics (Moodle Site)

Week 6  *An Introduction to Working with Individuals, Families and Communities, and Examining Impacts of Colonization*


Week 7  *The Links Between Healing, Helping and Revitalizing Traditional Family Roles*

**Social Work, 49(3), pp. 383-394.** (Moodle site)


**Week 8  The Role of Stories in Indigenous Healing and Helping**  (Assignment 3 Self-care Plan Presentations. All students to engage in discussion.

- King, T. (2003). What is it about us that you don't like? (Lecture 5, Toronto). In *The truth about stories: A Native narrative.* CBC Massey. Lecture Series. Toronto: Dead Dog Café Productions Inc. & CBC. (Please save the mp3 file to your computer before listening to it. Audio available on your Moodle site)

**Week 9 –Online & On Campus- Indigenous Self-care Plan Presentations**  (online no on campus class this date, all students required to view Assignment #3 Self-care Plan. All Online students are expected to engage in discussion between November 16\textsuperscript{th} and 22\textsuperscript{nd} outlining their self-care plan)


**READING BREAK**

**Week 10 Indigenous People and Cross-Cultural Social Work**


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Week 11 The link between Indigenous approaches to social work and Anti-Oppressive Practice


Week 12 Closing Circle

- Vision of ‘self’ in practice
- Vision for Indigenous children, families and communities
- Resiliency in social work practice

ASSIGNMENTS AND GRADING CRITERIA

General Grading Criteria
Class attendance:
- Regular attendance is expected (please see the School of Social Work policy on attendance and participation at: [http://web.University of Victoria.ca/socw/policies.htm](http://web.University of Victoria.ca/socw/policies.htm))
  - In respect for circle teachings, you are expected to be on time and prepared to engage in class discussions
  - Your attendance and participation is a valuable contribution to circle pedagogy, therefore it is essential that you attend each ‘circle’.
  - Online asynchronous circles and discussions on class topics and engaging in dialogue around class presentations are done within the dates outline above. Please note that posting after the week has
completed unless previously agreed upon due to extenuating circumstances will not count towards grading.

- The basic criteria for all written assignments are as follows:
  - Use size 12 font (1.5- to 2-line spacing) for all assignments (do not single space).
  - Keep a copy of each assignment that you hand in.
  - Include a cover page with your student identification number, the course name, the instructor’s name, and the date.
  - In an effort to preserve our environment – you will be submitting all your assignments via CourseSpaces Moodle assignment drop box
  - Use APA style for all references.
  - Do not go over the maximum number of pages/words identified for assignments.
  - Follow assignment Instructions and Grading Criteria.
  - Late assignments will not be accepted unless discussed with your instructor.

| Assignment 1: Participation -online activity. Required by On Campus and DE Students | 2 X 15% | 30% |
| Assignment 2: Reflection Paper (Part A) | 15% |
| Reflection Paper (Part B) | 30% |
| Assignment 3: Self-Care Plan Presentations | 25% |

Assignment Value & Due Dates:

Assignment #1 Required Online Activities
Grade: 30%

Week 1 – 6 15%
Week 7 -12 15%

Due date: All Online All online activities for the specified week are due Thursday of that week. The reply posts are due no later than Sunday of that week. (NO EXTENSIONS WILL BE PROVIDED FOR ON LINE POSTINGS)
Length: 250 words for each entry (3000) words for cumulative entries) Students are also expected to read and comment on the postings submitted by classmates. It is expected that you reply to your classmates discussion postings with a minimum

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of 4 thoughtful engaging responses.

Submit: Post online in weekly Discussion Forum on the 391 CourseSpaces Moodle site.

Purpose
The purpose of this assignment is to:
• Reflect on key themes of specified weeks relating to Indigenous social work
• Share your understandings of unique issues that impact social work practice in an Indigenous community as an Indigenous social worker
• Participation in the Indigenous specialization brushing off ceremony/feast
  o Ongoing discussion, dialogue, questions, concerns about participating in this ceremony
• Identify assumptions about Indigenous social work practice
• Explore ways in which your classmates perceive their understanding of key themes in Indigenous social work
• Connect your own lived experience (self) with course material
• Track your journey through the course via a series of online postings
• Demonstrate your ability to present your thoughts concisely within the 250-word limitation per entry.
• Demonstrate your ability to provide respectful feedback to your classmates.

The study questions are posted in the Weekly Discussion Forum section of the Moodle site, as are the exact weeks that you are expected to post your contributions online during the course. You will receive a cumulative grade for your postings at the end of each week.

Instructions
Because this is an online text-based assignment, it is important to only share information that you are comfortable sharing (please review the confidentiality statement in the Structure and Format section of this Study Guide). Additionally, respectful dialogue and commentary on other classmates' ideas or reflections are expected.

As you will notice, you are asked for your reflections, thoughts, and insights on differing aspects of Indigenous social work. This is an opportunity to explore your own values about Indigenous social work practice and to highlight some of the challenges and possibilities that you see from your own unique perspective. In a
sense, this is an online version of storytelling - a sharing of your knowledge from your own experience. It is also an opportunity to share what you found compelling about a course reading, what you found challenging from a values or practice perspective, and what affirmed your own ideas about Indigenous social work.

**Grading Criteria**

A grade will be assigned based on the extent to which you have met the following criteria:

- Thoughtfulness in responding to the study question; ability to link your own reflections with idea(s) flowing from the course material or from other students in the course
- Participation and assisting with the organization and planning of the Indigenous specialization brushing off ceremony/feast.
- Ability to interact with other students and respond to class postings in a respectful way and provide respectful feedback or ask clarifying questions you may have regarding posts
- Ability to respect due dates and respond by the due date for each posting
- Ability to express ideas in a clear, well-thought-out way
- A well-written response that has been proofread for spelling, grammar, and technical aspects of writing
- Ability to respond concisely to the study question within the 250-word limitation (it is recommended that students draft responses off-line, where they can be revised and saved, and then post them online).

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**Assignment #2 Reflection Paper**

Grade: 45%

**Conversation/interview with an Indigenous helper**

**Outline & Written Paper**

**Due date:**

- Assignment 2A Outline — 15%
- Assignment 2B Paper — 30%

**Length:**

- Outline – 2 to 4 pages
- Paper - 8 to 10 pages

**Submit via CourseSpaces Moodle:** to the Instructor via DropBox as a word document in RTF (Rich Text Format) only. Clearly label your file First Name, Last Name SOCW 391 Assignment 2

Sample Outline 2015 School of Social Work – University of Victoria
**Purpose** The purpose of this assignment is to:

- Have a conversation with an Indigenous human service helper (social worker, Elder, leader, etc.) about Indigenous healing and helping work
- Gain insight into the type of helping work the helper does on behalf of her/his community or communities
- Identify some of the key challenges (including structural barriers) that the helper faces in her work
- Analyze how a decolonization approach fits with the helper's work
- Analyze how the helper's work fits within an AOP social work framework
- Discuss some of the ways in which the helper includes cultural knowledge and ways in her work
- Describe how your interview has informed your social work practice
- Discuss your meaning making of Indigenous healing and helping in your own work

**Part A: Outline**

Part A of Assignment #2 is a two – four page written outline, identifying your conversation with an Indigenous community helper. Please submit the paper to the Instructor as a Rich Text document via Moodle.

**Instructions**

You are to develop a plan for your conversation with an Indigenous community helper and to determine some key questions you would like to ask that person. In this assignment you will contact an individual from an Indigenous community or agency and have a conversation about cultural protocols and ethics (both formal and informal) when practicing social work in community. This should include the etiquette of acknowledging Elders, territory, and the like. Share your experience of this discussion. If you wish, and if you have sought permission to do so, share an example of a learning that you gained about cultural protocol with your classmates.

Your outline should include:

- A summary of the key area of Indigenous social work that interests you and why. This should be written in the form of an introduction outlining a central research question.
- A brief summary of the role and work of the person you would like to contact and why. For confidentiality purposes, do not include names; you may include the position/role of the individual in the community (e.g., an Elder who works with youth).

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• Several questions that you would like to pose. Remember this is not formal research; this conversation is about listening and dialoguing rather than taking notes and recording information. Please do not record information (e.g., notes, tape-recording during the conversation). The written paper is to record your reflections rather than capture data.
• Four to six references from research sources on your topic.
• Include a brief ‘explanation of this assignment’ of which you will give to the community helper you will be contacting.
• How you will thank the individual for the teachings.

**Grading Criteria**
A grade will be assigned based on the extent to which you have met the following criteria:
• Ability to summarize the key theme(s) in the form of a central research question that you would like to explore during a conversation with an Indigenous helper and why.
• Ability to summarize the helping work done by the person you would like to contact and why. Including your knowledge of their place and/or organization
• Ability to provide several key interview questions
• Protocol that you will be utilizing and why this is important for you (this includes the brief explanation you will provide to your interviewee)
• Inclusion of four to six references (e.g., if the person you interview is an Alcohol and Drug Counselor, review literature on A&D in Indigenous communities)
• Ability to present information in a clear, concise, and organized manner

**Part B: Reflection Paper**

**Format**
Part B of Assignment #2 is an 8-10 page written reflection paper, based on your conversation with an Indigenous community helper. Please submit the paper to the Instructor as a Rich Text document via Moodle.

**Instructions**
This paper should be an analytical and reflective commentary on your conversation with an Indigenous community helper. Your paper should include but go beyond a description of the type of work that the Indigenous community helper carries out - it should move into the realm of how this work is a central part of decolonization. In this sense, your paper should reflect the tasks, challenges, and rewards that
come with a helping role with Indigenous peoples. It should include commentary on the uniqueness of the individual and her/his tasks and any structural barriers that can create challenges in Indigenous social work. Importantly, you must include your meaning making about what you have learned from your interview. It should also comment on why interpersonal and social changes are an inherent part of the rewards of Indigenous social work practice. Integrated throughout the paper should be commentary on how (or in what ways) Indigenous culture is central to practice.

Your paper should include:

- Descriptive information about your conversation and how you sought permission for this interview. You may want to incorporate a shortened/revised version of the summaries in your outline for this section.
- An analysis of how you see this particular type of community work aligning with a decolonization approach to social work practice as it relates to AOP social work
- Analysis on your discussion about Indigenous culture and its role in practice from your conversation
- Self-reflection; identify the key teachings you received from your conversation and how this informs your practice
- How does this interview inform how you will practice with Indigenous children, families and communities?
- Six to ten references from research sources on your topic
- An indication of how you gained consent to use teachings from this conversation in your written assignment
- The instructor's feedback and suggestions from your outline.

**Grading Criteria**

A grade will be assigned based on the extent to which you have met the following criteria:

- Descriptive information to set context, including attention to cultural protocols and pertinent information such as how you sought and gained permission to use the conversation in your assignment. Ensure you do not use names of your community helper unless you receive permission to do so.
- An analytical critique reflecting an understanding of community healing and helping practice and how it links to a decolonization approach to practice; ability to critically examine how this connects to AOP framework
- Self-reflection, including a commentary on what you were seeking to learn and the teachings you received (they may be different; if so, explain how)
• External references to indicate you have done external research to support some of the ideas in your written paper
• Ability to present information in a clear and organized manner using correct grammar and spelling.

Assignment #3: Self-care Plan – PRESENTATION
Grade: 25%

Due date: Presentation dates are throughout the course with approx. 4 students presenting per week as signed up.

The Presentation will be posted by the Wednesday due date. Students will engage in a dialogue about the presentation that will conclude by Sunday at 12pm pacific time the same week. Presentation facilitators are expected to ask open ended questions to encourage class dialogue. Presentations should be posted by;

In addition, to posting in the required Assignment 3 Presentation Forum you must submit a copy to the Assignment #3 DropBox. The instructor will be grading from the dropbox. If you have created your presentation using youtube/prezi or a format that requires a link please put the link on a word doc and save the word document as an rtf file and upload it to the dropbox for grading. The dropbox is connected to the gradebook in CourseSpaces, so it is important to submit it there.

Length: 20 – 30 minutes
Submit: please submit a copy of your speaking notes, power point presentation and references via CourseSpaces.

Purpose
The purpose of this assignment is to:
• Explore why self-care is important to Indigenous social workers
• Assess your own self-care practices in terms of the wellness wheel or a metaphor/analogy that is relevant to who you are
• Consider different types of self-care options, both Indigenous and contemporary
• Develop your own self-care plan based on an Indigenous holistic approach.

Instructions

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As social workers we often talk about the importance of self-care but rarely carefully plan for our own personal wellness. This assignment is an opportunity to explore ways of taking care of yourself within Indigenous social work practice (or practice in general). As a starting place, you may want to reflect on how you have cared for yourself in stressful times and instances when you could have benefited from more conscientious planning. You are encouraged to approach your self-care plan from a holistic perspective (mind, body, spirit, heart). Specifically, you are to:

- Provide a reflective summary on why self-care is important within Indigenous healing and helping
- Use the course materials and class discussions to identify diverse key components of an Indigenous approach to self-care
- Assess your self-care in the past and the self-care areas you need to concentrate on
- Provide an actual self-care plan for yourself that you feel you can follow
- Indicate why you think this self-care plan will work for you and how it may or may not change as you practice social work

**Grading Criteria**
A grade will be assigned based on the extent to which you have met the following criteria:

- 20 – 30 minute presentation including resources to enhance your work (power point or other form of presentation such as YouTube recorded/Prezi etc – to be uploaded to CourseSpaces Moodle site in both the DropBox and the Assignment 3 Presentation Forum)
- Analytical commentary on why self-care is important to helpers within Indigenous communities
- Ability to explain the theoretical principle behind a holistic model of self-care and why or if this is important to you
- Self-reflection and ability to assess your own self-care needs
- Inclusion of a self-care plan
  - develop a plan that will address your healing and helping practice
  - show how your self-care plan link with your emerging practice framework
  - build on your own understanding of your personal/professional identity
  - share why self-care is essential in the work that ‘you’ do
- External references from Course Manual to indicate you have done external
research to support some of the ideas in your presentation
  o You may include information you learned from your interview
  o If you are comfortable, you may invite your interviewee to your presentation
- Ability to present information in a clear and organized manner and within the time frame allotted to you
- Ability to respond in respectful manner with 2-4 sentences in collaborative dialogue on other students presentations.

CONFIDENTIALITY

For information that you share on the SW391 Moodle site, please be mindful of the following standard guidelines when sharing information. This standard statement can also be found on the SW391 website under Confidentiality Statement:

- **Confidentiality Statement**
  It is crucial that you familiarize yourself with the confidentiality parameters that are described under this section of the Moodle site. Learning in the Moodle environment requires that you know the extent to which your confidentiality is respected. It also requires that you respect the confidentiality of others.

- **Your confidentiality**: Please be aware that while the course site is password protected, administrative staff and other University of Victoria faculty have access to the site. You should not post anything on this site you are not comfortable sharing with others or having archived as a permanent record. All University of Victoria Moodle courses are automatically archived on a University of Victoria server before the courses are offered again.

- **Others’ confidentiality**: Through course contact and assignments you will learn other students’ names and their views. All such information should be treated as confidential, just as you would in a regular classroom. Course communication and materials should not be forwarded to people not registered in the course. People not registered for the course cannot be invited to join discussion groups.
  
  o **However, if you wish to invite a ‘guest’ speaker as a part of your assignment or weekly discussion, please contact your instructor**. I encourage you to draw on external resources, teachers and cultural knowledge holders to contribute to our class learning.
• **Community, agency, and client information:** Community, agency, and client information should be treated respectfully. Be sure to remove all clients identifying information in your postings to discussion groups. Please note that in some highly visible situations, it may be necessary to modify certain biographical details to mask the identity of the persons, agencies, or communities involved. All discussions that occur as part of this course are to be kept confidential and not used outside of the course context.

**STUDENTS WITH DISABILITIES**

The following statement is taken from the School of Social Work Policy and Procedure Manual:

“The School of Social Work, in its commitments to feminist, Indigenous, and anti-oppressive practice should endeavor to take a pro-active role in providing an inclusive environment for all students, including students with disabilities. The School will continue raising awareness of ableism among its faculty, staff and the larger community.

If you have a disability or specific learning need as a result of a disability please contact me. I am more than happy to ensure that you experience success in this course. Please be advised, as well, that there are support resources available to you through the university, and I encourage you to contact the Resource Centre for Students with a Disability ([http://rcsd.University of Victoria.ca/](http://rcsd.University of Victoria.ca/)).