

**Social Work 4QQ3:**

**Indigenizing Social Work Practice Approaches**

* September 6 – December 8, 2022, Wednesdays 2:30 p.m. - 5:20 p.m.
* Instructor: Bonnie Freeman
* Office hours: By appointment
* Email: [freemanb@mcmaster.ca](mailto:freemanb@mcmaster.ca)

Table of Contents

[Course Overview 1](#_Toc523839381)

[Course Requirements and Assignments 3](#_Toc523839387)

[Assignment Submission and Grading 3](#_Toc523839389)

[Student Responsibility and University Policies 7](#_Toc523839396)

[Course Weekly Topics and Readings 10](#_Toc523839406)

# Course Overview

## 

## Course Description:

This course examines the social worker's role and responsibility in working with diverse Indigenous peoples (e.g., First Nation, Métis, and Inuit) living on reserves, and in rural and urban areas of Canada. The process and concept of ethically indigenizing social work practice approaches will be connected to a decolonizing process while examining social work practice through an indigenous lens. The course will incorporate indigenous philosophy and epistemology while providing tools and strategies for a wholistic social work practice. The interdisciplinary work of Indigenous scholars and practitioners will provide the knowledge base for understanding and building alliances and reconciliation between indigenous and non-indigenous peoples, as well transforming our encounters in the context of social work research, policy, and practice.

## Course Objectives:

Upon completion of this course, students should be able to demonstrate the following:

* Understanding of the roles and responsibilities of social workers in working with diverse Indigenous peoples.
* Begin to identify and analyze the ethical tensions of social work theories and practices through a decolonizing process when working with First Nations, Métis, and Inuit populations.
* Identify strategies and tools from indigenous philosophy and epistemology to inform a wholistic practice.
* Analyze indigenous approaches as a means of decolonizing through activism, culture, art, language restoration and their relationship to social work practice.
* Understand community-based approaches to healing and identity strategies that can be used for reconciliation and building alliances between indigenous and non-indigenous people.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*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 identity, geographic location, health, ability, race, sexual identity 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.*

## Course Format

This class will be delivered in person. You will need to be available to participate in class during the scheduled class time.

All course material will be delivered through Avenue to Learn and Zoom platforms. Zoom links will be emailed to you and available on A2L.

The class will meet every week for approximately 3 hours.

Course material will also be presented through assigned readings, short-narrated lectures or videos or podcasts, and ‘guest speaker’ videos or through Zoom. Majority of the material will be available on A2L.

## 

## Required Course Readings:

1. Weekly course readings and materials - located on Avenue to Learn.

## Additional Suggested Readings: on e-reserve through A2L.

1. Baskin, C. (2016). *Strong Helpers’ Teachings: The Value of Indigenous Knowledges in the Helping Professions*. 2nd edition. Toronto, Ontario: Canadian Scholars’ Press Inc.
2. Bruyere, G., Hart, M. A., & Sinclair, R. (Eds.) (2009).*Wícihitowin: Aboriginal social work in Canada. Fernwood Publishing.*
3. Gray, M., Coates, J., Yellow Bird, M., & Hetherington, T. (Eds.) (2016). *Decolonizing Social Work*. New York, New York: Routledge.
4. Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). *Indigenous social work around the world: Towards culturally relevant education and practice*. Ashgate Publishing, Ltd.

# Course Requirements and Assignments

## Requirements Overview and Deadlines

1. Critical Review - Total 50%
   1. Critical Review on any current or past Indigenous event and or issue -Major Paper (hand in between September 14th to November 2nd)  
      OR
   2. Critical Reflection Assignment – 5 weekly short papers (between September 14th to November 2nd)
2. Indigenizing Assignment – Total 50% (Due: December 7th)
   1. Creative Project (25%) with a short paper (25%) (total 50%)  
      OR
   2. Final Paper (worth 50%)

## 

## Grading Criteria for written work:

1. Critical analysis (historical, social, economic, political, contemporary implications)—30%
2. Support your paper with course readings, literature, guest speakers, lectures, and course experiences—30%
3. Identify concrete and aspirational strategies—30%
4. Grammar, spelling, and proper use of correct APA format—10%

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except the title page).
* Paper format must be in accordance with the current edition of the American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and the scholarly social science literature (and other bodies of knowledge) in their term assignments. When submitting, please keep a spare copy of your assignments.

Assignments:

1.A Critical Review of any current or past Indigenous event and or issue. Due: anytime between September 14 to November 2 (50%)

You will be expected to develop and submit a critical review on any current or past Indigenous event or issue highlighted in the media. Use course readings, films, and/or videos to support your discussion of the situation. This assignment is to encourage and challenge students to critically think and discuss the socio-political constructions, discourses, and actions that could implicate social work when working with Indigenous peoples, families, and communities.

8 to 10 pages (undergraduate students), 12 to 15 pages (graduate students).

#### **OR**

1.B. Critical Reflection Assignment - on a weekly reading between September 14 – November 2

Due by the end of that class week on Friday – (5 x 10% = 50%): Students will submit 5 critical reflections based on the weekly assigned readings, videos, or podcasts. This assignment is to encourage students to think critically about the weekly reading and discuss how the socio-political constructions, discourses, and actions that could implicate social work when working with Indigenous peoples, families, and communities.

Undergraduate: 2 to 3 pages for each assignment

Graduate students: 4 to 5 pages on the assigned reading and include additional materials to support your critical points.

2. Indigenizing Assignment – 2 choices, pick 1:

A. Creative Project with short paper (2 parts of this assignment must be done – 25% for each part for a total of 50%)

or

B. Final Paper (worth 50%)

The paper or creative project will demonstrate your learning as an emerging social worker in decolonizing and/or indigenizing approaches, as well as relationship-building strategies that you believe would be most meaningful in working with Indigenous peoples/communities. Many of your sources will be comprised of academic material, you may use grey material (websites, media, films, Ted Talks, etc.) to support your topic.

#### **Choice 1- A: Creative project**

Pick an area of social work that you would like to Indigenize: illustrate or demonstrate through the creative project what the final product would look like.

Note: Graduate students should talk with me about the expectations of the Creative Project and Paper.

Part 1 - Suggestive Creative Options (must be done) & Part 2 Short Paper (5 to 6 pages)

* Create a Zine
* Presentation
* Record your own Ted Talk
* Public Service Announcement
* Short Video or Digital Story
* Land-based activity
* Paint, draw, clay, sew, bead, corn husks, leather, etc.
* Poster/Collage &
* Photo Story/Photo Voice
* Make & Recorded Podcast

Part 2 - Short Paper on Creative Project (must be done) 5 to 6 pages:

1. Briefly discuss what social work/community practice or an Indigenous social justice event you choose and explain why this is important.
2. Using the assigned readings and materials, integrate and identify how you will put into practice your understanding of decolonization with Indigenous and non-Indigenous peoples, communities, and organizations. Your short paper will include 3 parts explaining your creative art-based project.
   1. Explain indigenizing – how can a Two Row or a Two-eyed seeing perspective be incorporated into this practice/event without appropriating Indigenous knowledge?
   2. Discuss the benefits and challenges of decolonizing and indigenizing this practice/event for

1) Indigenous peoples/communities; and

2) Allied peoples/communities.

* 1. Discuss or illustrate why you believe this project could develop into meaningful strategies for reconciliation (alliance building) for both Indigenous and non-Indigenous peoples in your social work/community practice.

1. Include Bibliography for both the Creative Project and the Short Paper (5 to 10 sources).
2. Due: December 7th

Choice 1 – B Short Paper on Creative Project: 5 to 6 pages (undergraduate students), 8 - 10 pages (graduate students).

#### Or

Choice 2: Final Paper, 10 to 12 pages (undergraduate students), 15 to 20 pages (graduate students). More details regarding the final Paper will be added to A2L. Include Bibliography: 10 to 15 sources.

## 

## Avenue to Learn

In this course, we will be using Avenue to Learn and Zoom. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

## Submitting Assignments & Grading

* Please hand in papers via Dropbox on Avenue to Learn before the due date listed in the course syllabus (i.e., before midnight). Papers submitted in PDF format will not be accepted for grading.
* All work is due on the date stated in the course syllabus (before midnight) unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibility and University Policies

## 

## Student Responsibilities

Students are expected to contribute to the creation of a respectful and constructive learning environment.

* Students should read the material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, students and faculty have found the non-course-related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Audio or video recording in the classroom without the permission of the instructor is strictly prohibited.

Attendance & Participation

Attendance and active participation are significant for this course. Please expect to come to class prepared to pose or respond to questions, discuss ideas, and opinions raised by the instructor and your peers. Note: It is the student's responsibility to track their own attendance; instructors will only calculate attendance at the end of the course.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

.

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning, and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services (SAS)](https://sas.mcmaster.ca/) to make arrangements with a Program Coordinator. [Student Accessibility Services](https://sas.mcmaster.ca/) can be contacted by phone at 905-525-9140 ext. 28652 or by e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca) For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

## Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of the term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes,assignments, and tests.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by university instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Requests for Relief for Missed Academic Term Work

## McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Sandra Preston, Undergraduate Chair ([prestosl@mcmaster.ca](mailto:prestosl@mcmaster.ca) ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or Sandra Preston, Undergraduate Chair (*[*prestosl@mcmaster.ca*](mailto:prestosl@mcmaster.ca)*).*

# 

# Course Weekly Topics and Readings (readings are located on Avenue to Learn)

## 

## Week 1: September 7

### Topics:

* Introduction to the course
* Beginning in a “Good Way”
* Where do we start? Land Acknowledgement & what that means.

Reading:

### Hiller, C., & Carlson, E. (2018). These Are Indigenous Lands: Foregrounding settler colonialism and Indigenous sovereignty as primary contexts for Canadian environmental social work. Canadian Social Work Review/Revue Canadienne de Service Social, 35(1), 45-70.

## Week 2: September 14

### Topic: Social Worker and Indigenous peoples

### Reading:

### Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. Settler Colonial Studies, 9(4), 437-456.

### Critical Reflection Assignment: Create a Land Acknowledgement (1 page)

## Week 3: September 21 – Watch Video located on Zoom

### Topics: Decolonization Social Work

### Readings:

* Baldy, C.R. (2015). Coyote is not a metaphor: On decolonizing, (re) claiming and (re) naming “Coyote.” Decolonization: Indigeneity, education & society 4 (1), 1-20.
* Critical Reflection Assignment: What does Decolonization mean to you, and why?

## Week 4: September 28 – Virtual Lecture on Zoom

### Topics: Indigenizing Social Work – (Re)surging, (Re)claiming & (Re) naming

### Readings:

* Dennis, M. K., & Minor, M. (2019). Healing Through Storytelling: Indigenising Social Work with Stories. The British Journal of Social Work.
* Critical Reflection Assignment: Indigenous knowledge & Social work theories – can they work together?

## Week 5: October 5

### Topics: Indigenizing Social Work – Ways of Relating and the Foundations of an Aboriginal Approach

### Readings:

### Hart, M. A. (1999). Seeking Minopimatasiwin (the good life): An Aboriginal approach to social work practice. Native Social Work Journal/Nishnaabe Kinoomaadwin Naadmaadwin, 2(1), 91-112.

### Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. First Peoples Child & Family Review: An Interdisciplinary Journal Honouring the Voices, Perspectives, and Knowledges of First Peoples through Research, Critical Analyses, Stories, Standpoints, and Media Reviews, 5(2), 74-87.

### Critical Reflection Assignment: Can you center Indigenous knowledge and ways of being in your social work practice without appropriating? If so, how?

## October 10-15th - Reading Week

## 

## Week 6: October 19

### Topics: Indigenizing Social Work – Reconciliation, Ethical Space & Cultural humility

Readings:

#### Laurila, K. (2018). Reconciliation in social work: Creating ethical space through a relational approach to circle pedagogy. Canadian Journal of Native Education, 40(1):92-110.

#### Gottlieb, M. (2020). The Case for a Cultural Humility Framework in social work Practice. Journal of Ethnic & Cultural Diversity in Social Work, 1-19.

#### **Critical Reflection Assignment:** What does reconciliation and cultural humility in social work mean to you in your social work practice?

## Week 7: October 26

### Topics: Indigenizing Social Work - Two Row Perspectives & Two-Eyed Seeing

### Readings:

* Freeman, B. & Van Katwyk, T. (2020). Navigating the Waters: Understanding Allied Relationships through Tekeni Teyoha:ke Kahswenhtake Two Row Research Paradigm. Journal of Indigenous Social Development, 9 (1), 60-76.
* Critical Reflection Assignment: How can we balance social work with the ethical space with Indigenous people and their cultural knowledge?

## Week 8: November 2

Topics: Becoming an Ally and Reconciliation

### Readings:

* Denis, J. S., & Bailey, K. A. (2016). ‘You Can’t Have Reconciliation Without Justice’: How Non-Indigenous Participants in Canada’s Truth and Reconciliation Process Understand Their Roles and Goals. In The limits of settler colonial reconciliation (pp. 137-158). Springer, Singapore.
* Critical Reflection Assignment: What does it mean to be an Ally and how do you become one?

## Week 9: November 9

Topics: Indigenizing Social Work - Wholistic Social Work through Indigenous culture & community – expression through visiting, land, arts, food, music & stories.

### Readings:

### Arellano, A., Friis, J., & Stuart, S. A. (2019). Pathways to reconciliation: The Kitcisakik land-based education initiative. Leisure/Loisir, 43(3), 389-417.

### Critical Reflection Assignment: How can you be creative in social work and indigenize your social work practice?

## Week 10: November 16

### Topics: Indigenizing Social Work - Wholistic Social Work through Indigenous culture & community – expression through visiting, land, arts, food, music & stories.

### Readings:

* Hickey, J., Powling, H., McKinney, P., Robbins, T., Carrier, N., & Nash, A. (2020). " It's a change your life kind of program": A healing-focused camping weekend for urban Indigenous families living in Fredericton, New Brunswick. First Peoples Child & Family Review, 15(2), 23-44.

## 

## Week 11: November 23

### Topics: Indigenizing Social Work - Wholistic Social Work through Indigenous culture & community – expression through visiting, land, arts, food, music & stories.

### Readings:

* Archibald, L., & Dewar, J. (2010). Creative arts, culture, and healing: Building an evidence base. Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health, 8(3), 1-25.

## Week 12: November 30

Topics: Indigenizing Social Work - Wholistic Social Work through Indigenous culture & community – expression through visiting, land, arts, food, music & stories.

## Week 13: December 7

Topics:

* Ending in a “Good Way”
* Wrap Up