



# School of Social Work

FACULTY OF ARTS

Ubc.ca

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

The School's logo designed by Ray Sim, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

**School Vision:** *Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.*

**School Mission Statement:** *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Winter 2023, Term 2 January 8–April 12, 2024
<b>Course Title</b>	SOWK 570B, Advanced Indigenous Peoples and Critical Social Work Analysis. 3 Credits
<b>Course Schedule</b>	Thursdays, 2:00–5:00 pm

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Marie Nightbird (she/her)	Wesbrook Bldg.  Room # 126	604-822-3520	marie.nightbird@ubc.ca
<b>Office Hours</b>	Thursdays, 12:00–1:00pm and other times as arranged.		

## Prerequisite and/or Corequisite

There are no pre-requisites or co-requisites.

## Course Description

The purpose of this course is to provide students with knowledge and skills to enhance their capacity to work with First Nations, Inuit and Métis by engaging in critical analysis of the social, political and economic context of European/Canadians and First Nations, Inuit and Métis relations. The historical and contemporary relationship between European/Canadians and First Nations, Métis and Inuit over the past five hundred years will be analyzed in terms of the social/psychological historical and current impact upon First Nations, Inuit and Métis individuals, families and communities. As well, the trajectory of Canadian policies/legislation aimed at Indigenous peoples and factors contributing to child abuse, family breakdown, violence against women and children, and drug and alcohol use are all considered with attention to implications for social work practice. Past and current influences of social work practice in justice/corrections, health, education, employment, economic development, self-government and Indigenous peoples' rights are analyzed within a wholistic framework which can inform effective practice with First Nations, Inuit and Métis individuals, families and communities.

## Course Structure and Learning Activities

This course is delivered in-person. It incorporates Indigenous teaching and learning circles which encourage equal participation, acknowledge that learning is reciprocal and a non-linear process, and foster and maintain a respectful learning environment.

Classroom activities include small and large group activities, viewing of documentaries/videos, individual and group presentations, and independent activities. Elders and other guest speakers will join throughout the course. There may be visits to community agencies.

Students are required to prepare for each class by completing the readings/watching the videos listed in the Course Schedule below.

Please email me to schedule an appointment. We can meet virtually or in-person.

Group announcements will be made through the Announcements feature on Canvas.

## Learning Outcomes

Upon completion of this course students should be able to:

Articulate the profound impact of colonization on Indigenous individuals, families and communities in Canada including the profession of social work's colonial, unjust and unfair practices and policies.

Incorporate cultural safety, a strengths-based approach, and principles of a wholistic approach to engage in effective and meaningful social work practice with Indigenous people.

Demonstrate an understanding of reconciliation and Indigenous allyship within social work practice and the broader community.

Have an understanding of some common values and worldviews held by many Indigenous people, the diversity between and within First Nations, Inuit and Métis people and communities, and of the differences of resources and experiences of rural/remote and urban Indigenous people.

Recognize and uphold the resiliency, strengths and wisdom of Indigenous people and their ongoing contributions to society.

## Required Textbook(s) and Learning Materials

Students are responsible to obtain a book for the Book Club assignment.

The links to learning materials (readings/videos/podcasts) are provided on the Course Schedule.

Optional learning materials will be provided in Canvas. Please note that they are not required materials but some suggestions if you wish to further explore the weekly topic.

The online management system Canvas will be used.

## Self-Care

It is essential to emphasize the importance of personal self-care during this course. Learning about colonization and its ongoing impacts, Indigenous histories and contemporary oppressive realities can lead to strong emotions, difficult thoughts and unexpected behaviours whether or not this is new learning. It is important to be kind to yourself and to take care of yourself. Draw upon your self-care strategies and reach out to supports for assistance. A few suggestions:

- Take time to debrief through talking with others, whether a friend, colleague, instructor, or counsellor.
- Engage in comforting, grounding activities.
- Follow up with your instructor(s).
- Contact UBC Counselling Services at 604-822-3811. Indigenous counsellors are available.

## Course Schedule

SESSION 1	Thursday, January 11, 2024	GUESTS/ IMPORTANT INFORMATION
TOPIC	<p><b>Welcome!</b> <b>Course Overview</b></p> <p><b>Overview of Indigenous People in Canada</b></p>	
READINGS/ VIDEOS	<p>Baskin, C. (2016). The Self is Always First in The Circle. <i>Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Helping Professions</i> (2 ed.). pp. 31-54. Canadian Scholars. <a href="https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=6282091&amp;ppg=47_Vancouver's">https://ebookcentral.proquest.com/lib/ubc/reader.action?docID=6282091&amp;ppg=47_Vancouver's</a></p> <p>National Centre for Truth and Reconciliation. (2019, February 7). <i>Senator Murray Sinclair on Reconciliation</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=wjx2zDvyzSU">https://www.youtube.com/watch?v=wjx2zDvyzSU</a></p> <p>Three Host Nations: <a href="#">Musqueam Nation – Official Site</a> <a href="#">Squamish Nation – Official Site</a> <a href="#">Tsleil-Waututh Nation – Official Site</a></p>	
SESSION 2	Thursday, January 18, 2024	
TOPIC	<p><b>Overview of the Indian Act</b></p> <p><b>Form Book Clubs</b></p>	
READINGS/ VIDEOS	<p>Blackstock, C. (2009). The Occasional Evil of Angels: Learning from the Experiences of Aboriginal Peoples and Social Work. <i>First Peoples Child &amp; Family Review A Journal on Innovation and Best Practices in Aboriginal Child Welfare Administration, Research, Policy &amp; Practice</i>, 4(1), pp. 28-37. <a href="https://fpcfr.com/index.php/FPCFR/article/view/74/4">https://fpcfr.com/index.php/FPCFR/article/view/74/4</a></p> <p>Palmater, P. (2014). Genocide, Indian Policy, and Legislated Elimination of Indians in Canada. <i>Aboriginal policy studies</i>, 3(3), pp. 27-54. <a href="https://doi.org/10.5663/aps.v3i3.22225">https://doi.org/10.5663/aps.v3i3.22225</a> <a href="https://citeseerx.ist.psu.edu/document?repid=rep1&amp;type=pdf&amp;doi=71cc781997be46e210a264479888acf5d42f8051">https://citeseerx.ist.psu.edu/document?repid=rep1&amp;type=pdf&amp;doi=71cc781997be46e210a264479888acf5d42f8051</a></p> <p>Truth and Reconciliation Commission of Canada. (2015). <i>Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada</i> Pages 37-133</p>	

	<p><a href="https://collections.irshdc.ubc.ca/content/uploads/2021/01/Executive_Summary_English_Web.pdf">content/uploads/2021/01/Executive_Summary_English_Web.pdf</a></p> <p><u>Supplemental:</u> Timeline, UBC Indian Residential History and Dialogue Centre Collections <a href="https://collections.irshdc.ubc.ca/">https://collections.irshdc.ubc.ca/</a></p>	
<b>SESSION 3</b>	<b>Thursday, January 25, 2024</b>	
<b>TOPIC</b>	<p><b>Indian Residential Schools</b></p> <p><b>Truth and Reconciliation Commission of Canada Calls to Action</b></p>	<p><b>Guest Class will be at the UBC Indian Residential School History and Dialogue Centre</b> <a href="https://irshdc.ubc.ca/">https://irshdc.ubc.ca/</a></p>
<b>READINGS/VIDEOS</b>	<p>CBC News: The National. (2015, June 2). <i>Stolen Children Residential School Survivors Speak out</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=vdR9HcmiXLA">https://www.youtube.com/watch?v=vdR9HcmiXLA</a></p> <p>CBC News: The National. (2015, December 15). <i>Truth and Reconciliation Commission Final Report</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=IKKLgwlosaw">https://www.youtube.com/watch?v=IKKLgwlosaw</a></p> <p>Hatala, A., Desjardins, M., &amp; Bombay, A. (2016). Reframing Narratives of Aboriginal Health Inequality: Exploring Cree Elder Resilience and Well-Being in Contexts of Historical Trauma. <i>Qualitative Health Research</i>, 26(14), pp. 1911-1927. <a href="https://doi.org/10.1177/1049732315609569">https://doi.org/10.1177/1049732315609569</a></p> <p>Truth and Reconciliation Commission of Canada. (2015). Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada Pages 1-22 <a href="https://collections.irshdc.ubc.ca/content/uploads/2021/01/Executive_Summary_English_Web.pdf">content/uploads/2021/01/Executive_Summary_English_Web.pdf</a></p> <p><u>In class discussion:</u> Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission: Calls to Action <a href="https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf">https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf</a></p>	

<b>SESSION 4</b>	<b>Thursday, February 1, 2024</b>	
<b>TOPIC</b>	<b>Witness Blanket Exhibition</b>	<b>West Vancouver Memorial Library</b> 1950 Marine Drive, West Vancouver, BC
<b>READINGS/ VIDEOS</b>	CMHR. (2018). <i>Picking Up the Pieces: The Making of the Witness Blanket</i> . [Video]. Vimeo. <a href="https://vimeo.com/457804808">https://vimeo.com/457804808</a>	
<b>SESSION 5</b>	<b>Thursday, February 8, 2024</b>	
<b>TOPIC</b>	<b>Indigenous Peoples and the Child Welfare System - Sixties and Millennial Scoops</b>	
<b>READINGS/ VIDEOS</b>	<p>UBC School of Social Work. (2021, March 3). <i>Distinguished Indigenous Speaker Series: The Sixties Scoop</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=X3vz5gAlyQ4">https://www.youtube.com/watch?v=X3vz5gAlyQ4</a></p> <p><u>During the January 18<sup>h</sup> class you will have been assigned one of the following to read.</u></p> <p>Charlesworth, J. (June 2021). <i>Skye's Legacy: A Focus on Belonging</i>. Representative for Children and Youth. <a href="https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy-June2021_FINAL.pdf">https://rcybc.ca/wp-content/uploads/2021/06/RCY_Skyes-Legacy-June2021_FINAL.pdf</a></p> <p>Martin, C.M., &amp; Walia, H. (April 2019). <i>Red Women Rising: Indigenous Women Survivors in Vancouver's Downtown Eastside</i>. Downtown Eastside Women's Centre. Read child welfare section and recommendations <a href="https://dewc.ca/dewc-news/red-women-rising/">https://dewc.ca/dewc-news/red-women-rising/</a></p> <p>Penrose, D. (March 2019). <i>A Place Where it Feels Like Home: The Story of Tina Fontaine</i>. Manitoba Advocate for Children and Youth. <a href="https://manitobaadvocate.ca/wp-content/uploads/MACY-Special-Report-March-2019-Tina-Fontaine-FINAL1.pdf">https://manitobaadvocate.ca/wp-content/uploads/MACY-Special-Report-March-2019-Tina-Fontaine-FINAL1.pdf</a></p> <p>Richard, B. (February 2017). <i>Broken Promises: Alex's Story</i>. Representative for Children and Youth. <a href="https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/">https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/broken-promises-alex-s-story/</a></p>	

	<p>Turpel-Lafond, M.E. (May 2015). <i>Paige's Story: Abuse, Indifference and a Young Life Discarded</i>. Representative for Children and Youth.  <a href="https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/paige-s-story-abuse-indifference-and-a-young-life-discarded/">https://rcybc.ca/reports-and-publications/reports/reviews-and-investigations/paige-s-story-abuse-indifference-and-a-young-life-discarded/</a></p>	
<b>SESSION 6</b>	<b>Thursday, February 15, 2024</b>	
<b>TOPIC</b>	<p><b>United Nations Declaration on the Rights of Indigenous Peoples; Declaration on the Rights of Indigenous Peoples Act</b></p> <p><b>The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice</b></p> <p><b>Book Club meeting</b></p>	
<b>READINGS/VIDEOS</b>	<p>Hansen, J., &amp; Dim, E. (2019). Canada's Missing and Murdered Indigenous People and the Imperative for a More Inclusive Perspective. <i>The International Indigenous Policy Journal</i>, 10(1), pp. 1-18.  <a href="https://doi.org/10.18584/iipj.2019.10.1.2">https://doi.org/10.18584/iipj.2019.10.1.2</a></p> <p><u>In class discussion:</u></p> <p>Department of Justice Canada. (2023). United Nations Declaration on the Rights of Indigenous Peoples Act Action Plan  <a href="https://bctreaty.ca/wp-content/uploads/2023/07/2023-06-20_UNDA_Action_Plan_EN.pdf">https://bctreaty.ca/wp-content/uploads/2023/07/2023-06-20_UNDA_Action_Plan_EN.pdf</a></p> <p>Government of British Columbia. (2019). Declaration on the Rights of Indigenous Peoples Act Action Plan  <a href="https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan.pdf">https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan.pdf</a></p> <p>National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada). (2019). Reclaiming Power and Place: Executive Summary of the Final Report  <a href="https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf">https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf</a></p> <p>United Nations (General Assembly). 2007. Declaration on the Rights of Indigenous People  <a href="https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf">https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf</a></p>	

<b>SESSION 7</b>	<b>Thursday, February 22, 2024</b>	<b>No Class Midterm Break</b>
<b>SESSION 8</b>	<b>Thursday, February 29, 2024</b>	
<b>TOPIC</b>	<b>Voices of Indigenous Youth Personal Call to Action presentations</b>	<b>Guests, Youth Advisory Committee (YAC), Vancouver Aboriginal Child and Family Services Society</b>
<b>READINGS/ VIDEOS</b>	<p>CBC News. (2019, September 28). Water protector Autumn Peltier speaks at UN. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=OusN4mWmDKQ">https://www.youtube.com/watch?v=OusN4mWmDKQ</a></p> <p>Obomsawin, A. (2013) <i>Hi-Ho Mistahey!</i> National Film Board of Canada. <a href="https://www.nfb.ca/film/hi-ho_mistahey_en/">https://www.nfb.ca/film/hi-ho_mistahey_en/</a></p> <p>Quinn, A. (2022). Experiences and well-being among Indigenous former youth in care within Canada. <i>Child Abuse &amp; Neglect</i> (123), Elsevier. <a href="https://doi.org/10.1016/j.chiabu.2021.105395">https://doi.org/10.1016/j.chiabu.2021.105395</a></p>	
<b>SESSION 9</b>	<b>Thursday, March 7, 2024</b>	
<b>TOPIC</b>	<b>Indigenous Allyship Personal Call to Action presentations</b>	<b>Guest</b>
<b>READINGS/ VIDEO</b>	<p>Gray, L. (2022). How to Become a Great Ally. <i>First Nations 101</i> (2<sup>nd</sup> ed. pp. 310-317), Adaawa. <a href="#">First Nations 101</a></p> <p>Network, M.M.U.A.S. Indigenous Ally Toolkit. (2018). <a href="https://gallery.mailchimp.com/86d28ccd43d4be0cfc11c71a1/files/102bf040-e221-4953-a9ef-9f0c5efc3458/Ally_email.pdf">https://gallery.mailchimp.com/86d28ccd43d4be0cfc11c71a1/files/102bf040-e221-4953-a9ef-9f0c5efc3458/Ally_email.pdf</a></p> <p>Sheridan's Institutional Repository. (2020, April 23). <i>In Our Voices – Being an effective Ally to Indigenous communities</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=nDoOGLJ8lb4">https://www.youtube.com/watch?v=nDoOGLJ8lb4</a></p> <p>Smith, J., Puckett, C., &amp; Simon, W. (2016). <i>Indigenous allyship: An overview</i> (pp. 1-36). Waterloo, ON: Office of Aboriginal Initiatives, Wilfrid Laurier University. <a href="https://scholar.google.ca/scholar?hl=en&amp;as_sdt=0%2C5&amp;q=cassandra+puckett+indigenous+allyship+and+overview&amp;btnG=">https://scholar.google.ca/scholar?hl=en&amp;as_sdt=0%2C5&amp;q=cassandra+puckett+indigenous+allyship+and+overview&amp;btnG=</a></p>	



	First Peoples' Cultural Council. Working with Elders <a href="https://fpcc.ca/wp-content/uploads/2021/05/FPCC-Working-with-Elders_FINAL.pdf">https://fpcc.ca/wp-content/uploads/2021/05/FPCC-Working-with-Elders_FINAL.pdf</a>	
<b>SESSION 10</b>	<b>Thursday, March 14, 2024</b>	
<b>TOPIC</b>	<b>Criminal Justice System and Indigenous Peoples</b> <b>Personal Call to Action presentations</b>	<b>Guest</b>
<b>READINGS/ VIDEO</b>	<p>APTN National News. (2018, July 3). <i>Indigenous youth continue to be over represented in the correctional system</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=nJcyQdcGheM">https://www.youtube.com/watch?v=nJcyQdcGheM</a></p> <p>Correctional Service of Canada. (2018, June 14). <i>Inuit Offenders</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=0mIC3zVoWRM">https://www.youtube.com/watch?v=0mIC3zVoWRM</a></p> <p>Truth and Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Legacy</i> (Vol. 5). McGill-Queen's University Press. Chapter 5, pages 218 to 234. <a href="#">Volume 5 Legacy English Web.pdf (exactdn.com)</a></p>	
<b>SESSION 11</b>	<b>Thursday, March 21, 2024</b>	
<b>TOPIC</b>	<b>Métis Perspectives</b> <b>Book Club meeting</b>	<b>Guest</b>
<b>READINGS/ VIDEOS</b>	<p>CPAC. (2014, March 17). <i>Did you know? The History of Louis Riel</i>. [Video]. Youtube. <a href="https://www.youtube.com/watch?v=t5YrtvO7FDs">https://www.youtube.com/watch?v=t5YrtvO7FDs</a></p> <p>Deerchild, R. (Host). (2019, March 28). <i>Canada's complicated history with the Métis</i> (Audio podcast). In <i>Unreserved</i>. CBC Radio. <a href="https://www.cbc.ca/radio/unreserved/from-scrip-to-road-allowances-canada-s-complicated-history-with-the-m%C3%A9tis-1.5100375">https://www.cbc.ca/radio/unreserved/from-scrip-to-road-allowances-canada-s-complicated-history-with-the-m%C3%A9tis-1.5100375</a></p> <p>Logan, T. (2015). <i>Settler colonialism in Canada and the Métis</i>, <i>Journal of Genocide Research</i>, 17(4), pp. 433-452 DOI: <a href="https://doi.org/10.1080/14623528.2015.1096589">10.1080/14623528.2015.1096589</a></p>	
<b>SESSION 12</b>	<b>Thursday, March 28, 2024</b>	

<b>TOPIC</b>	<b>Indigenous People and the Health Care System</b>	
<b>READINGS/ VIDEOS</b>	<p>Allan, B. &amp; Smylie, J. (2015). <i>First Peoples, Second Class Treatment</i>. Wellesley Institute.  <a href="https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf">https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf</a></p> <p>APTN News. (2021, August 3). <i>People in Innu community of Pakua Shipu searching for clues about missing children</i>. [Video]. Apple News.  <a href="https://apple.news/AZtBa7dlASbqiAaBCGkeYSw">https://apple.news/AZtBa7dlASbqiAaBCGkeYSw</a></p> <p>Lux, M. (Host). (2016, August 5). The story of a separate and unequal Canadian health care system. In <i>The Sunday Edition</i>. (Audio podcast). CBC Radio.  <a href="https://www.cbc.ca/radio/thesundayedition/revolver-at-50-canada-s-history-of-segregated-healthcare-frog-march-firings-penny-lang-1.3707673/the-story-of-a-separate-and-unequal-canadian-health-care-system-1.3707678">https://www.cbc.ca/radio/thesundayedition/revolver-at-50-canada-s-history-of-segregated-healthcare-frog-march-firings-penny-lang-1.3707673/the-story-of-a-separate-and-unequal-canadian-health-care-system-1.3707678</a></p> <p>Truth and Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Legacy</i> (Vol. 5). McGill-Queen's University Press. Chapter 4, pages 139 to 159 and 170 to 183.  <a href="http://www.exactdn.com/volume-5-legacy-english-web.pdf">Volume 5 Legacy English Web.pdf (exactdn.com)</a></p>	
<b>SESSION 13</b>	<b>Thursday, April 4, 2024</b>	
<b>TOPIC</b>	<b>Indigenous-focused resources and organizations</b> <b>Book Club presentations</b>	
<b>READINGS/ VIDEOS</b>	Independent research for social service agencies, resources and organizations.	
<b>SESSION 14</b>	<b>Thursday, April 11, 2024</b>	
<b>TOPIC</b>	<b>Book Club presentations</b> <b>Closing Circle</b>	

# Assignments

## 1. Book Club: 45%

Students will form book clubs and select one Indigenous-authored book that portrays contemporary social issues impacting Indigenous individuals, families and/or communities. A list of book options will be provided.

There are two components to this assignment.

### A. Book Club Facilitation 10%

Each student is to facilitate one meeting with their book club. On February 15 and March 21 each book club will meet for at least one hour. Students need to make arrangements for their third book club meeting to occur outside of class time. If there are more than three members in the group, then students need to meet enough times to allow for each member to complete this activity. Book clubs may meet as many times as they wish. Within seven days of facilitating a meeting, students are to provide a 1-2 page summary that includes the following:

- Wednesday; title of book; who was present
- how they prepared for their facilitation
- how they involved members of their book club
- what was accomplished
- reflections about their facilitation

### B. Book Club Presentation 35% Please note that members receive the same mark.

Book club presentations take place on April 4 and April 11. Dates will be assigned in class. The presentations are to be approximately 50-55 minutes long. All members are to participate. Overall, this assignment provides the opportunity to demonstrate your grasp of the learning objectives of this course. Specifically, presentations can:

- identify the impacts of colonization on the lives of characters and/or communities
- discuss examples of the resilience, resurgence and strengths of culture of Indigenous peoples/communities
- identify the role of social work and how this influences your social work practice. If social work is not clearly identified in the story, discuss where and how you see social work could have been helpful.
- identify the role and importance of allyship and how you would show up as an ally
- explore the allocation of rural vs urban resources and the relevance to the lives of the characters
- provide examples from course readings, guest speakers, movies, etc., that correlate to events in the story
- share personal impacts from this story and what resonated for you
- include a question-and-answer period or another way of class participation

## **2. Personal Call to Action: 45%**

Each student will create and carry out a Personal Call to Action. The Call to Action will be based upon the Truth and Reconciliation Commission of Canada Calls to Action; the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice; the United Nations Declaration on the Rights of Indigenous Peoples; and/or the student's personal experiences.

There are two components to this assignment.

### **A. Midpoint presentation 10%**

Midpoint presentations occur on February 29, March 7 and March 14. Dates will be assigned in class. In an 8-10 minute presentation students are to describe the following:

- their Personal Call to Action
- what drew them to their Personal Call Action
- what their intentions are
- where they are in the process of carrying out their Action
- connections with course materials including discussions

### **B. End of term summary 35%**

Due April 20, 2024.

In a 6-8 page paper or in a 12-15 minute audio or video recording students are to:

- provide an overview of their Personal Call to Action
- provide a summary of the work they have completed
- identify their anticipated future steps
- discuss key learning and experiences, at both a personal and professional level
- draw connections to course materials and at least one new Indigenous-authored resource

## **3. Participation: 10%**

Participation marks are based on attendance and participation in all course activities.

**Rubrics are available in Canvas.**

## **School and Course Policies and Supports**

### **Assignments**

Assignments are to be uploaded to Canvas by the due dates posted above. Students need to discuss a possible extension with the instructor.

## Attendance

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence. If a student misses three or more classes they may be considered to have not met the requirements for this course. This and other policies can be accessed in the Student Handbook:

[https://socialwork.ubc.ca/wp-content/uploads/sites/32/2023/07/Handbook\\_Online\\_2023-24\\_September-2023.pdf](https://socialwork.ubc.ca/wp-content/uploads/sites/32/2023/07/Handbook_Online_2023-24_September-2023.pdf)

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable, please share your preferred pronouns. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy. For more information: <https://equity.ubc.ca/>

## Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You must contact your instructor to apply for an Academic Concession. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham at ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodations

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School also permits accommodations for religious observances and Indigenous cultural activities (see UBC Policy J-136). Students are expected to inform the instructor about accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Other University Policies and Resources

## Support

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>

## Support Resources

UBC offers several health and wellbeing services: <https://students.ubc.ca/health>

Here are more details on the options for mental health support:

1. Counselling Services at UBC. When you contact Counselling Services, you can ask to meet with the Arts Embedded Counsellor, Laura Harvey RSW, MSW, or you can meet with any staff counsellor.
2. You can access the UBC Student Assistance Program. Free 24/7 support with crisis support and connection to free short-term counselling.
3. You can utilize your AMS Extended Health Benefits (unless you have opted out), which covers up to \$1250 from Sept. 1<sup>st</sup> - Sept. 1<sup>st</sup> to see a counsellor of your choosing. You pay upfront for your sessions and get reimbursed.

## Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity, APA Citation Guide, writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: View overall class progress; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the course.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. It is not permitted to record classes, unless permission has been granted by the instructor.

## GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.