

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> SOWK 491		<b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Indigenous Perspectives on Child and Family Welfare <b>Course Short Title:</b> Indigenous Perspectives															
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> School of Social Work and Professional Studies													
<b>Calendar Description:</b> Explores the historical, social, philosophical, and political foundations of child and family welfare in Canada. Students examine critical Indigenous approaches related to central themes, discourses, and concepts within Indigenous child and family welfare policy and practice in British Columbia.															
<b>Prerequisites (or NONE):</b>		(Admission to the Bachelor of Social Work and SOWK 330) or admission to the Master of Social Work.													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): 24													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15							<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> [click to select]	
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<b>Total hours</b>	<b>45</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 5, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> January 14, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 25, 2022													

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Articulate the major historical, ideological, legal, and professional themes that inform child welfare policy.
2. Articulate the implications of colonization and structural barriers that exist for Indigenous Peoples as it applies to child and family services.
3. Critique current policy and practice issues in child welfare and their implications for the safety of children and families.
4. Articulate one's own personal and professional ethical perspective and its influence on social work practice in child welfare.
5. Examine the role of the state/government in defining and influencing child welfare practices.
6. Critically analyze systemic issues affecting children and families, including racism, ableism, and sexism in child welfare services.
7. Demonstrate the skills required to interview children and families.
8. Explain traditional Indigenous child rearing in Indigenous communities, and the importance of family and cultural connection in the lives of Indigenous Peoples.
9. Describe the importance of self-determination as it applies to the delivery of child and family services, such as service delivery models for child welfare in Indigenous communities.
10. Reenact diverse approaches to "home visiting", developmental and needs assessments, and family supports.
11. Define a "community" approach to child welfare, for example, the Māori model of Family Group Conferencing.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Quizzes/tests:	30%		%
Project:	70%		%

**Details:**

Projects (70%) may encompass critical analysis/critique papers, analysis of ethics and child welfare, and examining the role of a child welfare practitioner with Indigenous communities.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Carrier, J. & Strega, S. (Eds.)	Walking this path together: Anti-racist and anti-oppressive child welfare practice. (2 <sup>nd</sup> ed.)	Current
2. Textbook	Blackstock, C., Brown, I., & Bennett, M.	Reconciliation: Rebuilding the Canadian child welfare system to better serve Aboriginal children and youth.	Current
3. Online resource	Province of British Columbia	The BC handbook for action on child abuse and neglect	Current
4. Textbook	Sinclair, R.	Identity lost and found: Lessons from the sixties scoop.	Current

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics**

1. Introduction and overview
2. Context of child welfare: Perspectives of Indigenous child and family welfare
3. Traditional Indigenous child caring systems
4. The Indian Act, residential schools, and the 60s scoop
5. Legislation and funding impacts on Indigenous child welfare, basic needs of children and families, and services
6. Contemporary service delivery models and supervision: Family Group Conferencing
7. Racism, sexism, culture, cissexism, heterosexism; LGBTQ2+ youth in care, family services and resources
8. Preventive services, adoption, foster care, kinship, grandparenting
9. Working with families and communities; trauma in child welfare
10. Child welfare roles, assessments, and investigations
11. Violence against women: Children who experience violence
12. Guardianship and adoption in Indigenous communities
13. The role of culture