

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

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|---|-----------|---|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|--|--|
| Course Code and Number: SOWK 392 | | Number of Credits: 3 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: Indigenous Social Work Course Short Title: | | | | | | | | | | | | | | | |
| Faculty: Faculty of Professional Studies | | Department (or program if no department): School of Social Work & Human Services | | | | | | | | | | | | | |
| Calendar Description: Students examine allyship between Indigenous Peoples (First Nation, Metis, and Inuit) and social work practitioners. Students critically reflect on their social location, values, and beliefs about working with Indigenous Peoples so that they develop a practice framework based on social justice. | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | Admission to the Bachelor of Social Work or Master of Social Work. Note: Students in other degree programs with a minimum of 45 university-level credits may be able to obtain permission from the School of Social Work and Human Services. | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | None. | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | SOWK 311. | | | | | | | | | | | | | |
| Antirequisite Courses <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> | | Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 24 | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <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>Total hours</td> <td>45</td> </tr> </table> | | Lecture/seminar | 30 | Tutorials/workshops | 15 | | | | | | | Total hours | 45 | Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. | |
| Lecture/seminar | 30 | | | | | | | | | | | | | | |
| Tutorials/workshops | 15 | | | | | | | | | | | | | | |
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| Total hours | 45 | | | | | | | | | | | | | | |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | | Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i> | | | | | | | | | | | | | |
| Department approval | | Date of meeting: November 5, 2021 | | | | | | | | | | | | | |
| Faculty Council approval | | Date of meeting: January 14, 2022 | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: February 25, 2022 | | | | | | | | | | | | | |

Learning Outcomes

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

1. Assess the effects of colonization, structural barriers, and the problematic nature of social services on Indigenous Peoples.
2. Analyze social work practice with a race, class, and gender focus as it relates to Indigenous Peoples.
3. Enhance practice skills to include Indigenous lenses when looking at social policy issues and decolonization systems to facilitate positive change for Indigenous Peoples.
4. Explain Indigenous (First Nations, Inuit, and Métis) perspectives of helping and healing through means of Indigenous philosophy/knowledge and culture.
5. Critically analyze social work practices, cultural competency, cultural safety, and cultural humility when serving Indigenous Peoples.
6. Evaluate personal values and beliefs that contribute to a personal model of social work practice with Indigenous Peoples.
7. Understand the importance of working with Indigenous Peoples as allies.
8. Develop "best practice principles" as allies in the delivery of social work practice with Indigenous Peoples and/or communities.
9. Develop an awareness of the ongoing resilience, strength, and wisdom of Indigenous Peoples.

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

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|-------------|-----|----------------|-----|---|
| Final exam: | 20% | Assignments: | 20% | % |
| Project: | 40% | Quizzes/tests: | 20% | % |

Details:

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 | Sinclair, R., Hart, M.A. & Bruyere, G. | Wicahitowin: Aboriginal social work in Canada | Current |
| 2. Textbook | Sensory, O. & DiAngelo, R. | Is everyone really equal: An introduction to key concepts in social justice education | Current |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*) N/A

Course Content and Topics

Opening the Circle: Welcome and a critical social justice approach
 Our lens: Critical thinking and critical theory
 Our past and present: Impacts of colonialism
 Our experiences: Prejudice, discrimination, and oppression
 We are all related: An Indigenous worldview
 We are all related: Indigenous knowledge
 We are all related: Indigenous holistic health
 We are all related: Indigenous social work theories and approaches
 Honouring relationships: Self-reflexivity, cultural competency, safety, and humility.
 Honouring relationships: Allyship
 Honouring relationships: Indigenous social work practice
 Closing the Circle: Course end celebrations