

**NATST 201A: A Canadian Indigenous Perspective to Helping**

*3 credits, 3 hours lecture*

An analysis of Canadian welfare policy and the human services from an aboriginal perspective. The course emphasizes the linkage between practice and policy and overlays concepts such as colonization, decolonization, and approaches to practices which include cross culture, structure and anti-oppression in the context of Indigenous world views, experience and helping practices.

In this course the processes of colonization, decolonization and empowerment are discussed as they relate to: 1) emerging initiatives arising from Indigenous self-government and; 2) the role of human services in the development and delivery of culturally sensitive policies and practice. Specific attention is given to Indigenous philosophies and structural social theories as they apply to historical, contemporary and emerging modes of human service practice with Indigenous systems and populations.

*Prerequisites and/or co-requisites:* SOWK 110, SOWK 120, SOWK 130, SOWK 125, SOWK 155, SOWK 201, SOWK 220, SOWK 210, SOWK 225, SOWK 230, SOWK 235, SOWK 255

**Instructor**

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**Office Hours**

Monday	4:00-5:00pm
Tuesday	1:00-2:00pm
Wednesday	12:00-1:00pm
Thursday	1:00-2:00pm
Friday	12:00-1:00pm

**Hours of Instruction**

Fridays 1:00pm – 4:00pm

**Required Resources**

Hart, M. A. (2002). *Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping*. Halifax & Winnipeg: Fernwood Publishing

Sinclair, R., Hart, M. A., and Bruyere, G. (2009). *Wicihitowin: Indigenous Social Work in Canada*. Halifax & Winnipeg: Fernwood Publishing

**Course Outcomes**

Upon successful completion of this course, the student shall be able to:

1. Identify how policy has defined and continues to define relationships between Indigenous peoples of Canada and the Canadian state.
2. Identify the manner in which broader policies have impacted Indigenous peoples in Canada.
3. Identify the resurgence of Indigenous peoples' ways of helping and healing as part of the decolonization process.
4. Identify the historical values and cultural foundations of Indigenous peoples' ways of helping, teaching, and healing.
5. Describe the relationship between colonizing Euro-western powers and Indigenous populations.
6. Describe the manner in which social welfare institutions are used as assimilative instruments of Canadian social policy with Indigenous populations in Canada.
7. Describe decolonization processes among Indigenous populations and the need to recognize the role of non-Indigenous populations in decolonization efforts.
8. Discuss potential for change in existing social welfare institutions serving Indigenous populations in Canada.
9. Explain the impact of colonization on traditional Indigenous Peoples' social institutions.
10. Critically analyze human service practice from an Indigenous perspective.

**Evaluation**

Task	Learning Outcome(s)	Weight
Discussion		15%
Personal Practice Paper		25%
Reflective Journal		35%
Final Exam		25%
<b>TOTAL</b>		<b>100%</b>

*A grade of C- is required for progression or transfer.*

*Late assignments will be subject to penalty of 5% per day.*

**Discussion:** During each week, students are responsible for reading the assigned text chapter(s) and attending lecture. Students are expected to actively engage in discussions and group activities, and ask questions to facilitate own their learning. Weight is 15% of overall grade.

**Personal Practice Paper:** For this assignment, you are expected to write a formal assessment and intervention paper that reflects an Indigenous approach to assessment and intervention strategies. The objective of this assignment is to demonstrate the development of your personal practice approach in work with Indigenous individuals, families and/or communities. The assignment also requires that you identify what guides your assessment and intervention strategies in your work within the Indigenous community. You can draw on an actual situation you have worked with as long as client confidentiality is protected, or may choose to use a case study example. The paper should be 10-12 pages in length, exclusive of title page and references. Weight is 25% of overall grade.

**Reflective Journal:** This assignment consists of personal reflection journal entries completed after or shortly after each class. This assignment is designed to enhance student understanding of Indigenous issues in human services and to provide an opportunity to process the impact of course content at a personal level and to begin identifying our roles as social workers and citizens in relation to the issue discussed. Each journal will consist of a minimum of two handwritten pages in a 8.5" x 11" notebook. Weight is 35% of overall grade.

**Final Exam:** Will cover all content, class discussion, and assigned readings. Weight is 25% of overall grade.

### Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

**Proposed Schedule of Topics**

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Assigned Readings</b>	
1	Jan 12	Class Introduction; Guest Speaker: Marie Herman (Janvier)		
2	Jan 19		Hart (2002) <i>Seeking Mino-Pimatisiwin</i>	
3	Jan 26	Colonization; Identity; Worldviews	Cannon & Sunseri (2011) CH 1, 2, 3	
4	Feb 2	Cultural Colonization; Residential Schools	Cannon & Sunseri (2011) CH 7, 14, 21	
5	Feb 9	Self-Determination; Restorative Justice	Cannon & Sunseri (2011) CH 26	
6	Feb 16			<i>Sweat Lodge @ Mark Amy</i>
7	Feb 23	<i>Reading Week – NO CLASS</i>		
8	Mar 2	Understanding Indigenous Spirituality and Healing; The Medicine Wheel	Sinclair, Hart & Bruyere (2009) p. 17-18 & CH 1	
9	Mar 9	Practice Approaches to working with Indigenous Peoples	Sinclair, Hart & Bruyere (2009) CH 2, 3, 7	
10	Mar 16	Human Service and Indigenous Families;	Cannon & Sunseri (2011) CH 13, 14	
11	Mar 23	Child Welfare and Family Violence	Cannon & Sunseri (2011) CH 27	Practice Paper Due
12	Mar 30	<i>Holiday – NO CLASS</i>		
13	Apr 6	Community Intervention	Sinclair, Hart & Bruyere (2009) CH 8  Hacker (2013) CH 1 <i>Community-Based Participatory Research</i>	
14	Apr 13	Health and Mental Health		Reflective Journal Due
15	TBD			Final Exam

**Please Note:**

Date and time allotted to each topic is subject to change.

## Performance Requirements

### Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

**Specialized Supports****Counselling and Accessibility Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.