**uno grace abbott school of social work**

**SOWK 4010/8016 Social Work with American Indians**

(3 credit hours)

**SYLLABUS**

# Course description information

## Catalog description: This course provides the student with a broad study of the origins, influences and issues of the American Indian which affect social work practice. The usefulness of established social work generalist methods is explored. Alternative methods applicable to culturally diverse people across the lifespan are presented.

## Prerequisites of the course:

## Undergraduate: SOWK 3320 prior to or concurrent.

## Graduate: SOWK 8130 prior to or concurrent, or BSW degree.

## Overview of content and purpose of the course: This course helps students to learn about the historical and anthropological origins of the American Indian across the lifespan, and debates the similarities and differences in value orientations of the American Indian and the dominant society. Through reflection and readings, the student learns about cultural diversity and the unique social arrangements and institutions of American Indians and general society. Students will also gain generalist skills appropriate for working with American Indian clients and will be able to identify issues which affect Indian people and the implications for social work practice.

**1.4** **Unusual circumstances of the course:** This course is offered as SOWK 4010 for undergraduate students. This course is offered as SOWK 8016 for graduate students.

1. **Course justification information**
   1. **Anticipated audience/demand**:

Undergraduate: This course meets the requirements for minority or social work elective for BSSW students.

Graduate: This course is a social work elective in the MSW program.

* 1. **Indicate how often this course will be offered and the anticipated enrollment**: This course is expected to be offered on a rotating basis – usually once every 1-2 years.

Undergraduate: Enrollment is anticipated to be 20 students.

Graduate: Enrollment is anticipated to be 5 students.

* 1. **If it is a significant change to an existing course, please explain why it is needed**: The course objectives have been revised to meet accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.

# Objective information

**3.1 List of performance objectives stated in learning outcomes in a student’s perspective:**

By the end of this course, students will be able to:

1. Identify selected historical and anthropological origins of the American Indian across the lifespan.
2. Debate the similarities and differences in value orientations of the American Indian and the dominant society.
3. Recognize cultural diversity to better understand the self for the improvement of social work practice with American Indian populations across the life span perspective.
4. Identify and compare/contrast the unique social arrangements and institutions of American Indians and general society.
5. Demonstrate generalist skills appropriate for working with American Indian clients.
6. Identify selected issues which affect Indian people and the implications for social work practice.

| **Course Objectives** | **EPAS Competencies** | **Generalist Practice Behaviors** | **Assignments** |
| --- | --- | --- | --- |
| 1. Identify selected historical and anthropological origins of the American Indian across the lifespan. | **Comp #4**  Engage diversity and difference in practice. | Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences. | Papers; quizzes; class discussions; small group work |
| **Comp #7**  Apply knowledge of human behavior and the social environment. | Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  Gen 7.2 Critique and apply knowledge to understand person and environment. |
| 1. Debate the similarities and differences in value orientations of the American Indian and the dominant society. | **Comp #4**  Engage diversity and difference in practice. | Gen 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.  Gen 4.4 View themselves as learners and engage those with whom they work as informants. | Papers; quizzes; class discussions; small group work |
| 1. Recognize cultural diversity to better understand the self for the improvement of social work practice with American Indian populations across the life span perspective. | **Comp #4**  Engage diversity and difference in practice. | Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  Gen 4.4 View themselves as learners and engage those with whom they work as informants. | Papers; quizzes; class discussions; small group work |
| 1. Identify and compare/contrast the unique social arrangements and institutions of American Indians and general society. | **Comp #4**  Engage diversity and difference in practice. | Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences. | Papers; quizzes; class discussions; small group work |
| 1. Demonstrate generalist skills appropriate for working with American Indian clients. | **Comp #4**  Engage diversity and difference in practice. | Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | Gen 10.10 Help clients resolve problems. |
| **Comp #10**  Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | **Engagement**  Gen 10.2 Use empathy and other interpersonal skills.  **Assessment**  Gen 10.4 Collect, organize, and interpret client data.  Gen 10.5 Assess client strengths and limitations.  Gen 10.6 Develop mutually agreed-on intervention goals and objectives.  **Intervention**  Gen 10.10 Help clients resolve problems.  Gen 10.11 Negotiate, mediate, and advocate for clients. |  |
| 1. Identify selected issues which affect Indian people and the implications for social work practice. | **Comp #5**  Advance human rights and social and economic justice. | Gen 5.1 Understand the forms and mechanisms of oppression and discrimination.  Gen 5.2 Advocate for human rights and social and economic justice.  Gen 5.3 Engage in practices that advance social and economic justice. | Papers; quizzes; class discussions; small group work |
| **Comp #4**  Engage diversity and difference in practice. | Gen 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. |

# Content and organization information

**4.1 List the major topics central to this course:**

Overview: Cultural diversity and practice of social work with American Indians across the lifespan.

a. American Indian ecological system

b. Settings of practice with American Indian clients.

c. Implications for service delivery to American Indians.

Socio-historical perspective in practicing social work with American Indians

a. Institutional approach

b. Policy approach

Social and cultural considerations when working with American Indians

a. Structures of social/cultural life

b. Social arrangements

c. Values

Social work intervention strategies

a. Community and social development

b. Direct service practice

Selected contemporary problems and issues

Typical schedule:

|  | **Date** | **Topic** | **Readings** | **Assignment Due** |
| --- | --- | --- | --- | --- |
| 1 | 8/22 | * Introductions, syllabus review * Context for service learning project * Video: *Welcome to the Reservation* | --- |  |
| 2 | 8/29 | * Discussion: Qualitative research and service learning projects with Native American students from OPS NICE program | Manen: Chapter 4 (*Hermeneutic Phenomenonological Reflection*)  Cross, et al. article (“Defining Youth Success Using Culturally Appropriate Community-based Participatory Research Methods”) |  |
| 3 | 9/5 | * No Class (Labor Day) | --- |  |
| 4 | 9/12 | * Guest speaker: Chris Legband, Youth Prevention Program Coordinator, Ponca Tribe * Case study analysis (Modified exam) | Mandan & Hidatsa: CH 7 | Case study analysis |
| 5 | 9/19 | * Part I: Healing Substance Abuse * Visit to Winnebago | Chapters 2, 3, 4, & 9 |  |
| 6 | 9/26 | * No class due to extended visit to Winnebago on 9/19 | --- |  |
| 7 | 10/3 | * Part II: Innovations in Mental Health * Discussion: Mental Health and Native Americans * Work on Service Learning Projects | Chapter 5  Hodge, et al. article (“Moving from Colonization toward Balance and Harmony: A Native American Perspective on Wellness”) |  |
| 8 | 10/10 | * Child welfare and Native Americans * Guest Speaker- Angela Gebhardt | Chapter 6  Gross article (“Native American Family Continuity as Resistance: The Indian Child Welfare Act as Legitimization for an Effective Social Work Practice”) |  |
| 9 | 10/17 | * No class (Fall Break) | --- |  |
| 10 | 10/24 | * Discussion: Working with special populations * Exam | Chapters 19 & 20 | In-class exam |
| 11 | 10/31 | * Building Healthy Communities,   Guest speaker: Anita Wisecup, Nebraska Urban Indian Health Coalition | Chapter 8  Shore article (“Trauma-related Nightmares Among Native American Veterans”)  NYT article: “Gang Violence Grows on Indian Reservation” |  |
| 12 | 11/7 | * Native American Health, continued * Work on service learning projects | Part IV: Traditional Ceremonies and Healing, Chapters 11-13 |  |
| 13 | 11/14 | * Native Americans and AIDS * Visit to Ponca Wellness Center, Omaha (visit with Jay Eason, LCSW) | TBA |  |
| 14 | 11/21 | * American Indian elders * Discussion regarding American Indian elders * Video: *Legacy* * Work on Service Learning Projects | TBA |  |
| 15 | 11/28 | * Discussion and course wrap-up * Exam | --- | In-class exam |
| 16 | 12/5 | * Course evaluation * Overview of service learning projects and closing remarks | --- | Papers due (MSW students) |

# Teaching methodology information

* 1. **Methods:** Lectures, guest speakers, simulations, audio-visual, discussion groups.
  2. **Student role:** Students will be expected to be active participants in this course.

1. **Evaluation information**

**6.1 Describe the typical types of student projects that will be the basis for evaluating student performance**

Undergraduate: Exams

Graduate: Exams. Paper integrating conceptual knowledge, theoretical content and the practice of social work with American Indian clients.

**6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):**

Undergraduate: 33% for each of three exams.

Graduate: 25% for each of three exams, 25% for the paper

* 1. **Grading type:**

A+ = 98% or above C+= 78 to 80.9%

A = 94 to 97.9% C = 74 to 77.9%

A- = 91 to 93.9% C- = 71 to 73.9%

B+ = 88 to 90.9% D+ = 68 to 70.9%

B = 84 to 87.9% D = 64 to 67.9%

B- = 81 to 83.9% D- = 61 to 63.9%

F = 60.9% and below

# Resource material information

## 7.1 Textbook(s) or other required readings used in course:

Deloria, Jr., V., & Wildcat, D. R. (2004). *Power and place: Indian education in America*. Fulcrum Resources.

Nebelkopf, E. & Phillips, M. (2004). *Healing and mental health for Native Americans: Speaking in red.* Landam, MD: AltaMira Press.

## 7.2 Other student suggested reading material:

## Handouts, library reserves.

## 7.3 Current bibliography and other resources:

Calhoun, C. W. (Ed.). (2007). *The gilded age: Perspectives on the origin of modern America* (2nd ed.). Lanham, MD: Rowman & Littlefield.

Carlson, D. J. (2006). *Sovereign selves: American Indian autobiography and the law*. Urbana, IL: University of Illinois Press.

Fuller-Thomas, E. & Minkler, M. (2005). American Indian/Alaskan native grandparents raising grandchildren: Findings from the census 2000 supplementary survey. *Social Work, 50,* 131-139.

Hilden, P. (2006). *From a red zone: Critical perspectives on race, politics, and culture.* Trenton, NJ: Red Sea Press.

Moore, M. (Ed.). (2006). *Eating fire, tasting blood: Breaking the great silence of the American Indian holocaust.* New York: Thunder’s Mouth Press.

Nabokov, P. (2006). *Where the lightning strikes: The lives of American Indian sacred places.* New York: Viking.

Smith, A. (2005). *Conquest: Sexual violence and American Indian genocide.* Cambridge, MA: South End Press.

Smoak, G. E. (2006). *Ghost dances and identity: Prophetic religion and American Indian ethnogenesis in the 19th century.* Berkeley, CA: University of California Press.

Trafzer, C. E. (Ed.). (2006). *Boarding school blues: Revisiting American Indian educational experiences.* Lincoln, NE: University of Nebraska Press.

Wenger, T. (2009). *We have a religion: The 1920s Pueblo Indian dance controversy and American religious freedom.* Chapel Hill, NC: The University of North Carolina Press.

Wilkins, D. E. (2007). *American Indian politics and the American political* *system* (2nd ed.). Lanham, MD: Rowman & Littlefield.

Classic resources

Lum. D. (2000). *Social work practice and people of color* (4th ed.). Pacific Grove, CA: Brooks/Cole.

**8.0 Other information**

**8.1 Accommodations statement**

Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: [www.unomaha.edu/disability](http://www.unomaha.edu/disability)

**8.2 Plagiarism/academic integrity**

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and *cite the source.* Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

**Additional note on plagiarism/academic integrity from the UNO School of Social Work:**

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp), 4.04 and 4.08). In addition, the *Publication Manual of the APA* (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

**8.3 Procedures regarding student grades/papers**

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

**8.4 Resources for students:**

* UNO Grace Abbott School of Social Work, <http://socialwork.unomaha.edu>
* UNO Grace Abbott School of Social Work, *Academic Policies and Standards*, <http://www.unomaha.edu/socialwork/documents/academic_policies.pdf>
* UNO Criss Library, Research Guide for Social Work, <http://libguides.unomaha.edu/socialwork>
* UNO Counseling Center, <http://counseling.unomaha.edu>
* UNO Speech Center, <http://www.unomaha.edu/speechcenter>
* UNO Writing Center, [www.unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter)
* Online Writing Lab (OWL) at Purdue, <http://owl.english.purdue.edu/owl>

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