



GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WORK WITH THE AMERICAN INDIAN FAMILY

SOWK 4010/8016 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

Dept. Phone: 402.554.2793

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COURSE INFORMATION

Description

This course provides the student with a broad study of the historical origins, influences and issues of American Indians in relation to social work practice. The application of generalist social work methods are explored, including anti-racism, diversity, equity, and inclusion (ADEI) framework. The student will learn and understand the political identities of American Indians, which are unique to this population. Methods of intervention applicable to American Indian populations and communities are reviewed, giving special attention to practice across the lifespan.

Prerequisites of the course

Undergraduate: SOWK 3320 prior to or concurrent.

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

Rationale/Overview

This course helps students to learn about the historical and anthropological origins of American Indians across the lifespan and debates the similarities and differences in value orientations of American Indians and the dominant society. Through reflection and readings, students learn 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 American Indian people and the implications for social work practice.

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.

Course Objectives/Student Learning Outcomes

1. Examine the contexts, experiences, and traumas both historical and current of American Indian communities, acknowledging them as experts in their own lived experiences.
2. Appraise competent and ethical practices that social workers can utilize when working with the American Indian family.
3. Consider systemic barriers that have contributed to the marginalization and oppression of the American Indian family, with particular attention to anti-racism, diversity, equity, and inclusion (ADEI).
4. Evaluate tribal sovereignty and the unique aspects of the political identity of American Indians in the U.S.
5. Analyze preventative and educational programs, practice modalities, and other approaches, which can facilitate effective intervention with American Indian families across the lifespan, youth, and communities.
6. Critique evidence-based practices regarding assessment and intervention with American Indian communities. (Graduate Students only)

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	<ul style="list-style-type: none"> • Introductions, syllabus reviewContext for service learning project • Video: <i>Welcome to the Reservation</i> 	---
Session 2 [date]	<ul style="list-style-type: none"> • Discussion: Qualitative research and service learning projects with Native American students from OPS NICE program 	Manen: Chapter 4 (<i>Hermeneutic Phenomenological Reflection</i>)

Session/Date	Topic	Assignment
		Cross, et al. article (“Defining Youth Success Using Culturally Appropriate Community-based Participatory Research Methods”)
Session 3 [date]	<ul style="list-style-type: none"> No Class (Labor Day) 	---
Session 4 [date]	<ul style="list-style-type: none"> Guest speaker: Chris Legband, Youth Prevention Program Coordinator, Ponca Tribe Case study analysis (Modified exam) 	Mandan & Hidatsa: CH 7 Case study analysis
Session 5 [date]	<ul style="list-style-type: none"> Part I: Healing Substance Abuse Visit to Winnebago 	Chapters 2, 3, 4, & 9
Session 6 [date]	<ul style="list-style-type: none"> No class due to extended visit to Winnebago on 9/19 	---
Session 7 [date]	<ul style="list-style-type: none"> 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”)
Session 8 [date]	<ul style="list-style-type: none"> 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”)
Session 9 [date]	<ul style="list-style-type: none"> No class (Fall Break) 	---
Session 10 [date]	<ul style="list-style-type: none"> Discussion: Working with special populations Exam 	Chapters 19 & 20 In-class exam
Session 11 [date]	<ul style="list-style-type: none"> Building Healthy Communities, Guest speaker: Anita Wisecup, Nebraska Urban Indian Health Coalition 	Chapter 8 Shore article (“Trauma-related

Session/Date	Topic	Assignment
		Nightmares Among Native American Veterans”) NYT article: “Gang Violence Grows on Indian Reservation”
Session 12 [date]	<ul style="list-style-type: none"> Native American Health, continued Work on service learning projects 	Part IV: Traditional Ceremonies and Healing, Chapters 11-13
Session 13 [date]	<ul style="list-style-type: none"> Native Americans and AIDS Visit to Ponca Wellness Center, Omaha (visit with Jay Eason, LCSW) 	TBA

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD
 Last day to withdraw from a course (via MavLink) with a grade of “W” TBD
 NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

points (total)

points (total)

points (total)

points (total)

points (total)
(total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67

68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

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.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (A DEI) in practice.

4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
1 = Demonstrate Ethical and Professional Behavior	2.Appraise competent and ethical practices that social workers can utilize when working with the American Indian family.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	3.Consider systemic barriers that have contributed to the marginalization and oppression of the American Indian family, with particular attention to anti-racism, diversity, equity, and inclusion (A DEI).		
4 = Engage in Practice-Informed Research and Research-Informed Practice	1.Examine the contexts, experiences, and traumas both historical and current of American Indian communities, acknowledging them as experts in their own lived experiences. 5.Analyze preventative and educational programs, practice modalities, and other approaches, which can facilitate effective intervention with American Indian families across the lifespan, youth, and communities. 6. Critique evidence-based		K, CAP

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	practices regarding assessment and intervention with American Indian communities. (Graduate Students only)		
5 = Engage in Policy Practice	4.Evaluate tribal sovereignty and the unique aspects of the political identity of American Indians in the U.S.		K
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	5.Analyze preventative and educational programs, practice modalities, and other approaches, which can facilitate effective intervention with American Indian families across the lifespan, youth, and communities.		K, CAP

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

- 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.