

**Social Work/Sociology 364 - Fall 2018**  
**Tuesday 3:30 – 6:00**

**Course title:** Social Services in Native American Communities  
Orientation to Native American Social Work

**Faculty:** Alton J (Sonny) Smart  
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**Text:** Selected readings from  
Culturally Competent Practice  
A Framework for Understanding Diverse Groups:  
LUM, DOMAIN 4<sup>TH</sup> ED. 2010

Various articles on reserve and classroom handouts  
Guest speakers and in-class videos

**Reserve Readings:** Native American Postcolonial Psychology: Eduardo  
Duran & Bonnie Duran, SUNY, 1995  
Working In Indian Country: Larry D Keown  
Hugo House Publishers, 2010

**I COURSE DESCRIPTION:**

This course introduces social work students to the delivery of health and welfare services to American Indians. The course is designed from macro to micro orientation. Students are introduced to the historical, political, religion/spirituality, values, and beliefs, customs of Native Americans Nations as well as social/cultural problems and intervention paradigms. Specific attention will be given to Wisconsin Tribal Nations and their social service needs.

**II Purpose:**

The Council on Social Work Education (CSWE) Accreditation Standards requires among its core competencies that students: 1) engage diversity and difference in practice; 2) advance human rights and social and economic justice; 3) respond to the context that shapes social work practice and 4) analyze, formulate and advocate for policies that advance social well-being. In this course, social work students can begin to link the CSWE core competencies to the practice of social work with American Indians in their state. The purpose of this course is to: 1) provide students with an introductory knowledge of the impact of historical colonization and the institutionalized racism that has resulted in current federal health and welfare policies; and 2) advance student's growth in cultural competence as a foundation for developing Macro to Micro intervention skills specific to American Indian individuals, families and communities. The skills and knowledge learned in this class are applicable to working with all families and serve as a foundation for working families in all diverse settings.

## **CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES**

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2015 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" below.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **IV. COURSE OBJECTIVES: STUDENTS SHOULD**

1. Develop an understanding of and have experiences with the religion/spirituality, values, beliefs, customs and histories of Native American Nations, specifically Wisconsin Tribal Nations. Comp. 1-8
2. Understand the concepts of micro and macro social/cultural histories/assessments and how to apply them in working with Tribal Nations. Competency # 2
3. To be able to develop and understand how historical political policies, social forces and events that contributed to the tribes human service needs. Competencies 2-8
4. Understand the unique Federal/governmental relationship between the Federal/state and the Tribal Nations with respect to Tribal Sovereignty. Competency # 3 and 5
5. Identify tribal social problems and what tribal social service resources are available to meet these needs. Competency # 6-8
6. Understand and develop basic knowledge of the Indian Child Welfare Act (federal Act) and its implementation into the Wisconsin Indian Child Welfare Act. Competency # 5
7. Demonstrate an understanding of Multi-cultural issues in social work practice using cultural competency as the foundation. Competencies # 6-8
8. Understand and develop knowledge of basic social work concepts related to social work with First Nation Families using assessment and intervention skills and concepts. Competencies 6-8
9. Learning Social Work skills, knowledge, intervention with respect to applying them to tribal communities using Micro-Meso-Macro social work paradigms competencies 6-8
10. Understand and be able to apply the foundations of Cultural Competence in social work practice

### **V. TEACHING METHODS**

Students will be required to participate in lecture and discussions from readings; attend field trip to reservation social service is optional; use of clickers during class; other methods will include lecture and guest speaker presenter presentations and viewing and discussing videos shown in class.

### **VI. EVALUATION:**

**Reaction Summaries** to videos, guest lectures, field trip, cultural events, Summaries will be typed double spaced, two to four pages in length. Summaries will be **worth 200 points**. Summaries are to be sent to the instructor using the *Desire to Learn program*, by the following Sunday night. I will accept hard copies if you do not have access to email. I will D2L for feedback of summary grade points before the following class. Summaries are composed of two parts an **outline and narrative**. Summaries are graded on **Content, Depth of content, and Original thought**.

These summaries are seen as a developmental skill in learning to observe verbal and behavioral aspects in an social environment **Optional** (see examples on D2L)

**Research paper** on a Native American Social problem; Paper will emphasize three areas: (1) Etiology or cause, (2) prevention, and (3) intervention/treatment. A handout of Research paper expectations will be given out in class. Paper will be due on the last week of class; Paper will be **worth 100 points.** **Optional**

There will be **two exams a midterm and final** - 50 multiple choice and true/false questions. Exams will be **worth 100 points** **Optional**

**Attendance and Class Participation** will be worth **100 points.** Participation means to **actively** participate by verbal and physical means. Points will be prorated by the number of classes attended. Clickers and random attendance sheets will be used to record attendance. **Required**

**Field Trip to Ho Chunk Tribal Social Services in Black River Falls: The trip will count as two class sessions, therefore those students not attending will be required to do the alternative class paper of a tribal social services paper. This will take the place of the class prior to thanksgiving recess.**

**Class presentation: (100 Points)** a class presentation based on research material of a social problem that affects one or more of the tribes in Wisconsin. These presentations can be done in groups up to 3 people; or as an individual presentation on research project. Time length is about 10 to 15 minutes per person. An **Outline and Bibliography** must be turned on the day of the presentation **Optional**

**Total points:** There is a total of **400** points that can be earned. You may choose any of the options as long as they **add up to 400 points.** You may not exceed 400 points

372 points and above = A                      364 to 371 = A-  
356 to 363                                      = B+                      348 to 355 = B

### **VII Clickers**

This class uses “Clickers” to do interactive polling. You are required to lease a clicker from the UWSP Help Desk. You will need your UWSP Student ID.

UWSP's Help Desk is located in the basement of the Library. Help Desk website:  
<http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

An \$8 semester lease fee will be automatically added to your UWSP student bill.

**Note:** Your clicker may be used in any class that requires clickers for the semester.

Returning clickers: Clickers must be returned to either the UWSP's IT Help Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

## TENTATIVE COURSE OUTLINE

### Week of:

- Sept. 4 Introduction to course Native American social work and introduction to one another  
Use of “Clickers”  
Who is Native American/American Indian/First Nation?  
Overview of Nations in Wisconsin and United States  
Micro and Macro Social History Concepts  
Introduction of Assimilation and Assessment continuums  
Importance of Cultural Competency in Social work practice  
Chapter reading – First Nations Chapter
- Sept 11 Cultural Competency in Social Work Practice – First three chapters of book
- Sept 18 Psycho/Social/Historical perspective: 1492 to present  
Video: “The Black Robe”
- Sept 25 Psycho/Social/Historical perspective 1492 to present  
Video: “Where the spirit Lives”
- Possible **Special field trip Sweat Lodge – if able it would be on a Saturday**
- Oct 2 **Field Trip – Tribal Social Services 7 to 5:30 PM (Optional) – School vans 15 from each section – to Ho Chunk Nation Tribal Social services in Black River Falls**
- Oct 9 Psycho/social/Historical Trauma/multi-generational  
Video: In the “White Man’s Image”
- Oct 16 Understanding Family structure and social work intervention
- Oct 23 Understanding Values and beliefs of tribal people: Rituals, Spiritual aspects
- Oct 30 Tribal worldviews and personalities with respect to assessment, helping and treatment modalities
- Nov 6 Tribal Social Problems and effects of Assimilation
- Nov 13 Indian child Welfare Act – foster care and adoption
- Nov 20 Thanksgiving Recess – Summary due for this day would be the same one submitted for the field trip or special field trip. If you did not attend either one, see alternative assignment on D2L News and submit this assignment in this drop box date.
- Nov 27 Using culturally designed treatment modalities  
In class social cultural interview with family  
Applying Social systems theory to Tribal systems
- Dec 4 Individual or Group Presentations
- Dec 11 Native American Dance (DUC – room to be determined)
- Dec 18 Final exam or papers due (Tuesday Dec 18th 12:30 to 2:30)