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ACKNOWLEDGEMENTS

The University of Victoria resides on the Traditional Territories of the Songhees Lekwungen and Esquimalt Wyomilth First Nations of the Coast Salish speaking peoples. The Indigenous faculty, staff and students would like to take the opportunity to remember where we are studying, working, playing and raising our families, and to acknowledge the Land and Lekwungen, Wyomilth, Xwsenac Peoples of the Coast Salish Nation.

This manual could not have been put together without the support and guidance of the Indigenous Circle in the School of Social Work and members of the Indigenous community that have and continue to support the Indigenous Specialization program. The program consists of two specializations, the Indigenous Specialization and the Indigenous Child Welfare Specialization. The Indigenous Circle consists of Indigenous faculty, staff and students of the School of Social Work at the University of Victoria, and our Indigenous Advisory.

Michif Prayer

Li Bon Jeu, not Creatoer, li courage miyinauwn, paray chee itayhtamawk, kwayesh kapimouhtayhk, marsee chee itwayak ka kishcheetaimoyak.

God, our Creator, give us courage, let us be of one mind, make us righteous, thankful and proud.
Lee Michif Weechihik awnsawmbl chee atoushkaychik, sourtoo lee vyeu chee awpachihayakook li zhen chee kishnamawachik pour li tawn ki vyaen.

Help the Métis to work together especially utilizing our Elders as teachers and preparing our youth for the future.

Li Bon Jeu la diresyoon miyinawn, itayha chimiyoutayhtamak, li shmaen chee oushtawyawk pour la Nawsyoon dee Michif ota dans not Piye.

Lord provide us with direction and inspiration as we build a road for the Métis Nation in this Country.

Sa prend lee famee di Michif chee shoohkshichik kispin la Nation di Michif chee shoohkaw.

We must have strong Métis families in order to have a strong Métis Nation.

Marsee d'twnanan.

Thank you and amen

FIRST NATIONS OF BRITISH COLUMBIA

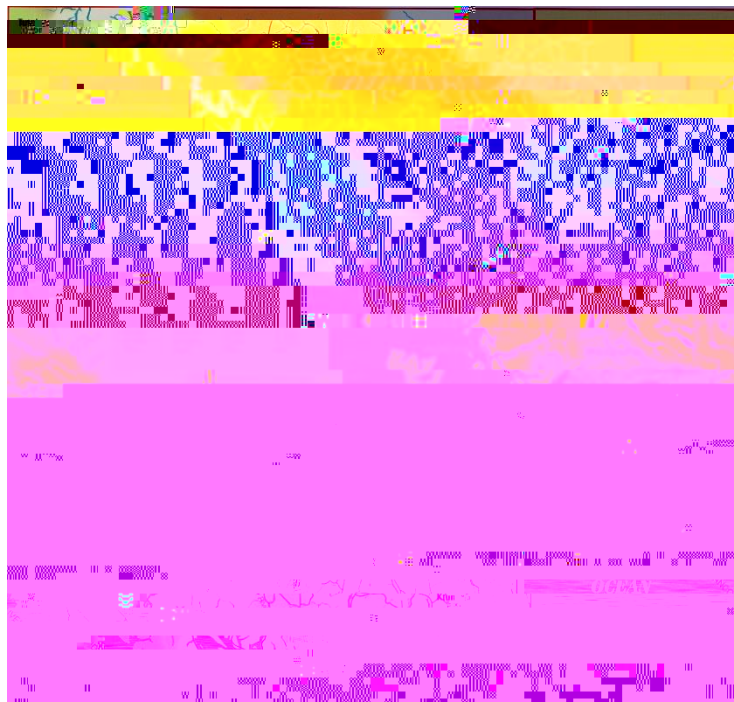
The University of Victoria resides on the Traditional Territory of the Songhees and Esquimalt First Nations.
The Victoria Capital Region includes nine local First Nations:

* Songhees * Esquimalt * Tsartlip * Tsawout * Pauquachin
* Pacheedaht

Vancouver Island is the Traditional Territory of three language groups:

- The Coast Salish
- The Nuuchahnulth
-

FIRST NATIONS MAP OF BRITISH COLUMBIA



A BASIC GUIDE TO NAMES OF BC FIRST NATIONS

Listed below are the First Nations Peoples as they are generally known today with a phonetic guide to common pronunciation. Newcomers to these phonetic pronunciations may still find a huge gap between what they say and what they hear a native speaker saying. The best way to learn these names is to listen closely when in the presence of someone more familiar, and perhaps even ask for a quick lesson. Also included here are name formerly given these groups, and the language families to which they belong.

People	Pronunciation	Have Been Called	Language Family
Haida	Hydah	Haida	Haida
Ktunaxa	Tun-ah-hah	Kootenay	Ktunaxa
Tsimshian	Sim-she-an	Tsimshian	Tsimshian
Gitxsan	Git-k-san	Tsimshian	Tsimshian
Nisga'a	Nis-gaa	Tsimshian	Tsimshian
Haisla	Hyzlah	Kitimat	Wakashan
Heiltsuk	Hel-sic	Bella Bella	Wakashan
Oweekeno	O-wik-en-o	Kwakiutl	Wakashan
Kwakwaka'wakw	Kwak-wak-ya-wak	Kwakiutl	Wakashan
Nuu-chah-nulth	New-chaa-nulth	Nootka	Wakashan
Tsilhqot'in	Chil-co-teen	Chilcotin	Athapaskan
Dakelh	Ka-kelh	Carrier	Athapaskan
Wet'suwet'en	Wet-so-wet-en	Carrier	Athapaskan
Sekani	Sik-an-ee	Sekani	Athapaskan
Dunne-za	De-ney-za	Beaver	Athapaskan
Dene-thah	De-ney-ta	Slave(y)	Athapaskan
Tahltan	Tall-ten	Tahltan	Athapaskan

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INDIGENOUS SPECIALIZATION FACULTY AND STAFF

Faculty

Cheryl Aro
Telephone: 250. 721-8202
Email: aroc@uvic.ca

Dr. Jeannine Carriere
Telephone: 250. 721-6452
Email: carriere@uvic.ca

Dr. Jacquie Green
Telephone: 250. 721-6453
Email: jlgreen@uvic.ca

Dr. Robina Thomas
Telephone: 250. 721-6298
Email: robinat@uvic.ca

Dr. Billie Allan
Telephone: 250. 472- 4632
Email: ballan@uvic.ca

Sessional Instructors

Please consult the School of Social Work website (www.socialwork.uvic.ca) for a current list of sessional instructors.

Practicum Coordinator

Yvette Sellars
Telephone: 721-8040
Email: swfcoord3@uvic.ca

[Updated: May 26, 2020]

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UVIC SCHOOL OF SOCIAL WORK MISSION STATEMENT

The emerging vision of the School of Social Work commits us to social justice, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our **educational** mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasise structural, feminist, Indigenous and anti-oppressive analyses.

Our **scholarly** mission is to share and create collective knowledge and understanding through engaging in critical enquiry, and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our **practice** mission is to act on social justice issues through community change initiatives and anti-oppressive social work.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk-taking and creativity. We support inter-disciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences, such as gender, age, race, ethnicity, class, abilities, and sexual orientation.

SECTION I GENERAL INFORMATION

justice and diversity related to gender, race, class, ethnicity, culture, sexual orientation, and disability.

Note: This course meets the Child Welfare Specialization requirements.

- SOCW 350A (1.5) - Law and Social Services: Understanding laws and ethics in social work.
- SOCW 354 (1.5) - An Introduction to Indigenous Issues & Human Services: Examining the historical

Traditional First Nations Code of Ethics

1. Give thanks to the Creator each morning upon rising and each evening before sleeping. Seek the courage and strength to be a better person.
2. Showing respect is a basic law of life.
3. Respect the wisdom of people in council. Once you give an idea it no longer belongs to you, it belongs to everyone.
4. Be truthful at all times.
5. Always treat your guests with honor and consideration. Give your best food and comfort to your guest.
6. The hurt of one is the hurt of all. The honor of one is the honor of all.
7. Receive strangers and outsiders kindly.
8. All races are children of the Creator and must be respected.
9. To serve others to be of use to family, community, or Nation is one of the main purposes for which people are created.
10. Observe moderation and balance in all things.
11. Know and practice those things that lead to your well-being and avoid those that lead to your destruction.
12. Listen to and follow the guidance given to your heart. Expect guidance to come in many forms in prayer, in dreams, in solitude and in the words and actions of Elders and real friends.

SECTION II FINDING A PRACTICUM

Learning Objectives

In setting out your learning objectives for your practicum it is important to find balance between the needs and requirements of the agency/community you are working with and your personal learning journey. This is your opportunity to integrate learning objec

Faculty Liaison

The Faculty liaison maintains a connection with both student and agency throughout the practicum placement. S/he is responsible for carrying out the mid-point and final evaluation with the student and agency.

12. Once you have been contacted for an interview make sure you prepare for the meeting.
 - Think about what you really want to learn from this experience, both personally and professionally.
 - Write down any questions you may have about the potential placement and about the agency.
 - Do research on the web to find out more about the agency or organization.

13. Choose to accept or not to accept a practicum placement.
 - Let your Practicum Coordinator know your decision.
 - Once you have been placed you will assigned a faculty liaison. This faculty person is the liaison between the agency and the university.

14. Make an appointment to speak with your faculty liaison.
 - Your faculty liaison will be your contact person throughout your practicum experience. They are there to guide you with the development of your practicum contract and provide feedback once it has been submitted.
 - If you have any concerns or questions about your practicum placement do not hesitate to contact your faculty liaison.

15. Make an appointment to meet with your practicum agency supervisor to discuss your practicum start date and discuss your practicum contract details.

Time Frame for the Practicum

Third Year Practicum (Social Work 304 10002 0 1 2 reW* nBT/F304 Tf10 0and p SoG[)310 0 p 2 reW* nBT/F2

SECTION III GETTING STARTED

Sample Practicum Contract

This is a sample of a past practicum contract. Tasks and Responsibilities and Skills and Knowledge will be

SECTION V FOR THE SUPERVISOR

What is Anti-Oppressive Practice?

Since students will be working to integrate their understanding of anti-oppressive practice (AOP) with their work in their field placements, we thought it might be helpful to let those of you who supervise and work with our students know a little more about what they are focusing on in the classroom. Anti-oppressive practice is social work practice which emphasizes the importance of structural inequalities and issues of marginalization, oppression and privilege. It brings a critical perspective to our social institutions, relationships and interactions, necessitating an analysis of power and an examination of the social locations of both client and worker. Anti-oppressive practice emphasizes issues of empowerment and strengths, authenticity and relationship, community and personal transformation. It holds social justice and equality as the goal of social work practice.

In teaching about anti-oppressive practice, we are beginning from an acknowledgement that our society is built around systemic inequality and is structured to benefit a privileged minority at the expense of the majority of

- Decision making process in the office how to get what you need.
- Supervision process: what is expected from the student; what the student can expect from the agency supervisor; who will be available for back-up supervision.
- Evaluation form and required competencies: student and supervisor need to take a look at the evaluation form and the starred * competencies what work will be given in order to achieve these and how will that flow.
- Student s learning interests/needs/style:
 - find out how the student feels he/she learns most effectively, i.e. active participation, observing, etc.
 - how does the learning style fit with your supervision style and/or agency requirements? For example, at what point will the student have direct contact

SECTION VI EVALUATION FORMS

consistent with Indigenous ways of knowing, being and helping? In sections of the evaluation you are asked to

SECTION V - PRACTICUM POLICIES

- Evaluation. When someone is hired to do a job, they are expected to bring a level of competence. In practicum, the purpose is to gain experience and competence. Expectations of students and of employees are different, and a student must be evaluated as a learner.
- Race, class and gender issues. The school recognizes that for many students, there are serious financial barriers to spending an extended period of time in an unpaid practicum. The possibility of receiving payment for time spent in practicum might make social work education more accessible for students marginalized with respect to class, race, socio-economic background and lack of access to financial resources. We are also aware that it is primarily fields of study that are dominated by women that require unpaid practicum work (social work, nursing, child and youth care etc) while other fields (law, public administration, computers) offer paid practicum work or co-op placements).

paid practicum on an individual basis. A proposal for paid practicum must address the following points:

- The practicum experience must be different than the or work experience. Fourth year practicum must be different than the third year practicum.
- I pos role and step into a new role as a learner. This difference in roles should be reflected in:
 - a change in agency or, in a large agency, a change in program or physical setting.
 - a change in supervisor.
 - a change of responsibilities.
 - an increased complexity of tasks.
- The student needs to demonstrate a plan, developed in collaboration with the agency supervisor, that addresses:
 - how the student and
 - needs will remain a priority throughout the course of the practicum;
 - how any difficulties-- such as performance problems-- will be addressed; and
 - how the student will be evaluated e.g. Are the expectations of the student different than they would be of an employee? Are there any contradictions or dilemmas that arise and how will these be handled?

The agenc

If a student receives a failing grade for the practicum or if a practicum change is required as described in the above, the following policy will apply in seeking a repeat or directed practicum. A directed practicum is one where the student's choice of placement must be made in consultation with the faculty. A directed placement may be recommended because of a learning need which could not be met in a previous placement or course.

The present course instructor or practicum faculty liaison defines with the student (and the present agency where applicable) a statement of the student's:

- strengths, knowledge, and skills
- identified learning needs or areas of concern requiring particular attention during the practicum
- learning goals
- specific requirements