Indian Child Welfare

Syllabus

I. Course Description.
This course provides an introduction to Indian Child Welfare with an emphasis on understanding legal, historical, and cultural issues applying to work with American Indian and Alaskan Native youth. This course emphasizes Indian Child Welfare issues in the Pacific Northwest (Washington, Idaho, Oregon and Montana).

II. Learning Objectives
At the completion of this course, students will be able to:

A. Outline the history of American Indian people in the Northern hemisphere before and after Columbus.

B. Demonstrate an understanding of sovereignty as it applies to American Indian Nations.

C. Understand the principal elements of the Indian Child Welfare Act of 1978 (ICWA) and the implications of this law and related policies for child welfare practice.

D. Examine social work values and ethics in relation to Indian Child Welfare practice and the ICWA act.

E. Examine current issues and research for Indian Child Welfare and develop resources for future consultation and training about ICWA and Indian Child Welfare.

F. Discuss culturally competent elements of Indian child welfare practice.

G. Analyze social and racial constructs of American Indian identity, and differing criteria for membership in American Indian nations.

H. Identify risk factors and describe family and community approaches to child welfare practice with American Indians.
III. Vulnerable Populations
Readings, lectures, web based discussions and assignments include content on populations at risk, including women, racial, ethnic and sexual minorities.

Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that are not valued by dominant society. Populations are at risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.

Persons of color and ethnic diversity are represented in class readings, discussions, and case materials. Vulnerability due to poverty, sex, age, and sexual orientation is a general concern.

IV. Required Readings

Instructor’s lectures, “on-line text book” on Blackboard.

http://www.nicwa.org/resources/catalog/curriculum/index.asp. 503.222.4044. List Price $12.50

Readings available on-line as assigned in this syllabus.

V. Assignments
SOWK 560 Graduate Students are expected to (1) Complete quizzes on issues related to Indian child welfare. (2) Interview a person in social services who works in Indian Child Welfare. Due May 8. (3) Write a scholarly paper on a current issue in Indian Child Welfare. Due May 29. Graduate students must prepare a summary of the issue paper to share on the class web page. See examples in course documents in Blackboard.

IDST 498 and SOWK 498 Undergraduate Students are expected to (1) Complete quizzes on issues related to Indian child welfare. (2) Summarize information about Indian Child Welfare in a manner useful to people providing or receiving social services. The assignment is to prepare an original handout, newsletter, web page, videotape or other material (not a brochure) suitable for the public that is informative about a specific area of Indian Child Welfare. Group work on this assignment is encouraged. Due May 29.

VI. Grading
Students will be graded on participation, quiz results, and completion of assigned projects and papers.

Participation includes active use of the web class, attending live classes when scheduled, and participation in community events. Active use of the web class may include participation in web-based discussions. The Blackboard course software tracks student participation in these discussion. Also, student review of class web pages is tracked by Blackboard. Students who attend and report on American community events are also recognized for their participation.
Quizzes will provide students with more than one opportunity to show their knowledge of course content. The highest quiz score on is included in grading.

Projects and papers will be evaluated by content, style, and organization. Content includes how thoroughly a student has presented, developed, and substantiated the main ideas of her paper and used scholarly resources. Style and organization include grammar, spelling, editing, and cohesiveness. Point sheets with specific grading criteria are provided for projects and papers.

### EWU Numerical Grade and Point System for Grading

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<th>Numerical Grade</th>
<th>Approximate % of Total Points for Grading</th>
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Failure to maintain academic integrity including misuse or misidentification of reference materials may affect grades, and will invoke use of the School of Social Work and Eastern Washington University Academic Integrity policy.

### VII. Academic Integrity

(This statement adapted from the SOWK 525 syllabus of Altshuler, Avery, and Byrnes.) Students can be academically honest by doing their own work on course assignments and examinations, providing proper identification of references used in papers, and being honest about who they are and what research they have done. Academic misconduct, including cheating, plagiarism, and disruptive behavior in the classroom will not be tolerated. Taking personal credit for work written by someone else is plagiarism. Students will use appropriate citations when discussing other author’s works. Academic misconduct of any form will be subject to the penalties as set forth by the policies of the School of Social Work and Human Services and Eastern Washington University, which may include failing grades on assignments and a grade of 0.0 for this course.

Two essential parts to Academic Integrity are Seeking Unfair Advantage and Plagiarism. Seeking unfair advantage refers to behaviors designed to either (a) provide a student with an advantage that other students in the class do not have or (b) benefiting form the work of another student. These behaviors are commonly referred to as cheating. Plagiarism is presenting the written work of another as one’s own. If a student takes written material from an outside source, such as website, an article or another student, and then submits it as her own work, then she has committed plagiarism. “Accidental copying” is still plagiarism. If a student uses the written words of another person as a part of his written work without using quotation marks and appropriate citation and referencing of the source of the quote, then he has committed plagiarism. If a student uses ideas of another, without directly quoting them and fails to appropriately cite and reference the source of the idea(s) then that student has plagiarized. The best way to avoid plagiarism is to always give ample credit where credit is due. Better to have copious citations than to fail to credit your sources.
VIII. Teaching Methodology
This course is delivered live on campus, and is supplemented by extensive web based support. Students who are unable to attend a class may make up missed class time with web activities. Course content will be provided through assigned readings, written course notes, lectures provided at least once a week on the specified topic areas, and use of web resources related to American Indians and Indian child welfare. Students are encouraged to investigate Pow Wows or other American Indian cultural activities occurring in their communities. Students are encouraged to contact the instructor if problems with technology occur or if additional off-line support or assistance is necessary to complete their learning goals.
Topical Outline

Week 1 Introduction to Class and Historical Context-April 4

Start Here! in Blackboard.
- Colonial policies towards Indian nations.
- Responding to the "Indian Problem," genocide, extermination and reservations.
- American Indian civilizations before Columbus.
- Disease, war and genocide.

READINGS
Start Here! in Blackboard.

Week 2 Applying History & Cross-cultural Skills in Indian Child Welfare-April 11

- Culture and community strengths for children and families.
- Joining the circle
- Healing historical grief.

READINGS

AVAILABLE ON-LINE:

Week 3 Historical Context for the Indian Child Welfare Act-April 17

Quiz 1
- Boarding schools
- Assimilation and Termination Policies
- Events leading up to the Indian Child Welfare Act

Week 4 Overview of the Indian Child Welfare Act-April 24

- Understanding sovereignty
- Key provisions
- What the ICWA covers
- What ICWA does not cover

READINGS

BACKGROUND INFORMATION AVAILABLE ON-LINE (NOT REQUIRED READING)


**Week 5 ICWA implications for child welfare practice-May 1**

*Quiz 2*

- Implications for child welfare practice
- Who is Indian?

**READINGS**


**Week 6 Cultural competence in work with Indian families-May 8**

*Graduate Students Interview Paper Due*

- Diversity in American Indian Communities
- Overview of values, traditions and communication styles

**AVAILABLE ON-LINE:**

http://www.uchsc.edu/ai/ncaianmhr/journal_online.htm

**READINGS**


**EWU NASA POW WOW- MAY 10, 11, 12**

**Week 7 Policy Conflicts in Indian Child Welfare –MAY 15**

*Quiz 3*

- Safety and Family Preservation
- Placements and Cultural and Racial Considerations
- MEPA
- ASFA
- Funding

**AVAILABLE ON-LINE:**

http://www.law.duke.edu/shell/cite.pl?19+Alaska+L.+Rev.+57
Week 8 Neglect, Abuse, and Children and Family problems in American Indian Communities-May 22
• Poverty and Neglect
• Changing Social Conditions and Abuse

Week 9 Risk factors in American Indian Communities-May 30
Graduate Students Issue Paper Due
Undergraduate Students ICWA Information Project Due
• Domestic Violence
• Poverty
• Sexual Abuse

READINGS
NICWA, Cross-cultural Skills in Indian Child Welfare Chapter 5: Assisting alcoholic families.

Week 10 Community Approaches to Indian Child Welfare-June 6
Quiz 4-Final
• Positive Indian Parenting
• Community based program development
• Self-determination and Nation building
• Working in your home community

READINGS
NICWA, Cross-cultural Skills in Indian Child Welfare, Chapter 6: Cultural issues in parent education.
AVAILABLE ON-LINE:
http://www.ojp.usdoj.gov/ovc/publications/welcome.html#i

Finals Week-June 13
• Summary
• Student Summaries of Indian Child Welfare Issues
• Make-up Quizzes/Assignments
• End of Class Celebration