1. Course Statement

   a. Course description

   Indigenous communities in the U.S. are unique in their status as sovereign nations. This unique status creates particular opportunities and limitations for doing research. The course will identify different levels of engagement with Indigenous communities for developing and implementing research within them. Students will consider the underlying values, ethics, commitments, mutual respect, and relationships from which these inquiry efforts are built and extended.

   b. Course objectives and competencies

   1. Understand how research has been experienced by various Indigenous communities, historical and current.
   2. Identify levels of engagement used with Indigenous communities for the purpose of knowledge development, including the advantages and disadvantages.
   3. Understand and apply ethical standards of research and evaluation practice, with a particular focus on Indigenous communities.
   4. Critique research studies conducted with Indigenous communities, including collection methods, sampling, norming populations, analysis plans, and who was included in the interpretation of results.
   5. Learn how to enter and exit a community with respect.
c. Course design

The course will use multiple pedagogical methods: short lectures, short videos, participatory discussions, written assignments, student presentations, and small group experiential exercises. Guest speakers may be invited to address special topics.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

We will be using this as the primary foundation for the class.


There is no required textbook for the class.

Readings (articles and other print sources), online videos, webinars, and podcasts are posted to Canvas in the relevant weekly module. The modules are organized in the order of the class sessions and will be open one week before class. To fully engage in the course, students are expected to complete all required readings. The additional readings are available as resources. The information presented in the readings and the online modules will be applied in class through exercises, discussions, as well as assignments.

b. Class schedule

The syllabus is a living document and as such, may be revised according to the needs of the course. To support student learning and interests, additional online videos and podcasts will be posted on pages within modules one week prior to class. Changes to the schedule and any additional/changes to the assignments or modules will be announced via Canvas. Be sure that you have Canvas announcements enabled. Modules will be open at least one week prior to class.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
<th>Required Readings &amp; Assignments for Class (available in Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 10 1:00-5:00pm</td>
<td>Introduction to course, Establishing relationships in indigenous communities</td>
<td>Module 1</td>
</tr>
<tr>
<td>May 17 1:00-5:00pm</td>
<td>Tribal Community Visit – NHBP Culture and History</td>
<td>Module 2, 3-2-1 Discussion in Canvas- Establishing Relationships, 3-2-1 Discussion in Canvas- Culture and History</td>
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<tr>
<td>May 24 1:00-5:00pm</td>
<td>Demonstrate Respect</td>
<td>Module 3, Final assignment choice- decision due and when you want to present to class. Think, Pair, Share</td>
</tr>
<tr>
<td>May 31 1:00-5:00pm</td>
<td>Culture of Time in Tribal Communities Guest Speaker, TBD</td>
<td>Module 4, Assignment due: Reflection on NHBP Visit, Alternative Assignment Due, 3-2-1 Discussion</td>
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<tr>
<td>June 7 1:00-5:00pm</td>
<td>Embrace a strengths-based perspective</td>
<td>Module 5, Think, Pair, Share</td>
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<tr>
<td>June 14 1:00-5:00pm</td>
<td>Aware of Community Readiness</td>
<td>Module 6, 3-2-1 Discussion</td>
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<tr>
<td>June 21 1:00-5:00pm</td>
<td>Transparency and Research Protocols in Tribal Communities</td>
<td>Module 7, Think, Pair, Share</td>
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<td>June 28 1:00-5:00pm</td>
<td>Culturally Competent Research and Evaluation</td>
<td>Module 8, 3-2-1 Discussion</td>
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<tr>
<td>July 5 1:00-5:00pm</td>
<td>Blended Research Methods</td>
<td>Module 9, Think, Pair, Share</td>
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<tr>
<td>July 12 1:00-5:00pm</td>
<td><strong>Asynchronous- No in person class</strong> Communication Intellectual and Cultural Property</td>
<td>Module 10, 3-2-1 Discussion</td>
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<tr>
<td>Date/Time</td>
<td>Topic</td>
<td>Required Readings &amp; Assignments for Class (available in Canvas)</td>
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<tr>
<td>July 19 1:00-5:00pm</td>
<td>Plan for Sustainability</td>
<td>Module 11 3-2-1 Discussion</td>
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**c. Assignments (80%) of final grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date, submit to Canvas</th>
<th>Percent of overall</th>
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</thead>
<tbody>
<tr>
<td>Reflection of NHBP Visit and Alternative Assignment</td>
<td>May 31, 2023</td>
<td>10%</td>
</tr>
<tr>
<td>3-2-1s Think, Pair, Share</td>
<td>3-2-1s Due in Canvas Wednesdays by 5pm</td>
<td>20%</td>
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<tr>
<td></td>
<td>Think, Pair, Share, Wednesdays in Class</td>
<td></td>
</tr>
<tr>
<td>Final Assignment</td>
<td>July 5, 2023</td>
<td>50%</td>
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**Reflection of NHBP Visit:** A short reflection, 1-to-2-page reflection double spaced or a verbal 5 minute recording on your visit to NHBP, add any photos if appropriate. Due two weeks after visit to NHBP please see class schedule for due date.

**NHBP Visit Alternative Assignment:** Conduct an interview and write a 5-page paper. Choose either (1) Identify an indigenous community, locally or state/nationwide and interview a minimum of 1 individual who works within the community or (2) Identify and interview a faculty member(s) who currently works or has worked with indigenous communities in their research. Write a 5-page double spaced paper based on your interview conducted. Interview questions may include but are not limited to: Particular views towards research and evaluation in indigenous communities they have or have encountered and why; What steps someone needs to take to conduct research or evaluation in an indigenous community? Are there any community or cultural practices that should be observed or respected? What challenges are there to conducting research in indigenous communities? What are some of the positive experiences they have had conducting research with indigenous communities? What suggestions do they have for someone who is new to working with indigenous communities? The paper should be integrative, thoughtful, and reflective of the interview(s) and how their responses influence or challenge your thoughts on engaging indigenous communities in research. Please use APA format and provide citations and references when appropriate. Please see class schedule for due date.
**Weekly 3-2-1s:** Students will complete discussions on the assigned materials (readings/podcasts/videos). 3-2-1s will ask you to respond to the assigned materials with “3” key points, “2” interesting things you learned, and “1” hard question. 3-2-1s are intended to keep students engaged with the course material. They are worth 2 points each and are to be posted on the discussion board in Canvas Wednesday’s by 5pm. You will be graded on completion. Weekly due dates are noted in the Course Syllabus. Students are encouraged to interact with other students 3-2-1s and will count towards class participation.

**Think, Pair Share:** In class, Students will *think* individually about the assigned materials (readings/podcasts/videos) related to a question posed, students will then *pair* up with another student to discuss their response, then pairs/groups will *share* out what they discussed with their partner to the class. Each *Think, Pair, Share* exercise is worth 2 points each.

**Final Assignment:** Please choose one of the follow options for your final assignment.

**Option 1: Digital Storytelling** - The idea of digital storytelling is about creating a message and telling a story with digital tools and technology. It can encompass different digital elements, such as images, text, music, narration, or animation.

1. Pick one step in engaging indigenous communities in research and evaluation from the NACE document.
2. Pick a material you have a connection to, writing, poetry, photography, video and use it to tell the story about using that strategy to engage that community.
3. Identify your point of view. Define the concepts you want your audience to understand.
   Create an outline of your story. **Outline must be reviewed by the instructor before recording.**
4. What does the topic of the story mean to you?
5. Develop your story using multimedia methods. Story should be no longer than 7 minutes.
6. Present why you choose the topic(s) and share story with class

**Recording options:** The school of social work has resources such as recording spaces you can access. You can record using recording and video software available on your computer. Please make sure that the recording is good quality and those watching/listening are able to hear without major disturbances such as background noise.

**Option 2: Record a Podcast** - Choose a partner with an interest in a similar indigenous community. Focus on a particular topic related to engaging indigenous communities in research and evaluation and explore it further by having a discussion. Podcast can be between 15-20 minutes in length and will be shared with the class.

1. Identify an Indigenous community.
2. Pick a minimum of two steps in engaging indigenous communities in research and evaluation from the NACE document.

3. Identify your point of view. Define the concepts you want your audience to understand. Create an outline for your podcast. **Outline must be reviewed by the instructor before recording.**

4. What does the topic mean to you?

5. Develop your podcast using the appropriate recording material (it does not have to be studio quality, but individuals should be able to hear the conversation). Podcast should be between 15-20 minutes in length.

6. Present why you choose the topic(s) and share podcast with class

**Recording options:** The school of social work has resources such as recording spaces you can access. You can record using recording and video software available on your computer. Please make sure that the recording is good quality and those watching/listening are able to hear without major disturbances such as background noise.

**Option 3: PowerPoint Presentation**—Provide an overview of an Indigenous community and provide the details of how you would engage that community in research and evaluation using the strategies outlined in the NACE document. Presentation of slides will be shared with the class.

1. Identify an Indigenous community.

2. Provide an overview of the community and the details about how you would go about engaging the community in research and evaluation using the strategies outlined in the NACE document.

3. Define the concepts you want your audience to understand. Create an outline for your presentation. **Outline must be reviewed by the instructor.**

4. Reflect what you have learned and use examples where appropriate.

5. Presentation should be between 10-15 minutes in length.

**d. Attendance and class participation (20%)**

Students are expected to attend class regularly, contribute their ideas and opinions, and engaging with fellow classmates. Attendance and discussion participation in class will be worth 20 points. There are no right or wrong answers for the discussions. Participation will be evaluated on the quality of your contributions to class discussions and any small group discussions over the course of the semester. Please be punctual to fully participate.

If you need to miss a class, you should notify the instructor by email PRIOR to the start of class with SW677 in the Subject Line. Students who miss class will be given an individual assignment to be completed and submitted before the next class. Excessive absences may result in a failing grade. Here is a link to the **Policy on Class Attendance** found in the MSW Student Guide.
e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the point to grade chart below. Assignments are due on or before the dates listed on the syllabus and on Canvas. Please submit all work on time. Note: assignments are due by 5pm. Additional MSW policies are available in the Student Guide: Grades in Academic Courses and in Field Instruction, Student Grievance Procedures, and the policy for grading in special circumstances.

| 100 | A+ | 88-90 | B+ | 78-80 | C+ | 68-70 | D+ | 94-99 | A | 84-87 | B | 74-77 | C | 64-67 | D | 91-93 | A- | 81-83 | B- | 71-73 | C- | <64 | E |

| Class Attendance and Discussion Participation | 20 Points |
| Weekly 3-2-1s/Think, Pair, Share | 20 Points |
| Reflection paper on Visit to NHBP/Alternative Assignment | 10 Points |
| Final Assignment | 50 Points |

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional information on class recordings can be found the Recording and Privacy Concerns FAQ:

| g. COVID-19 Statement |
| For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking |
to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- **Safety and emergency preparedness**
- **Mental health and well-being**
- **Teaching evaluations**
- **Proper use of names and pronouns**
- **Accommodations for students with disabilities**
- **Religious/spiritual observances**
- **Military deployment**
- **Writing skills and expectations**
- **Academic integrity and plagiarism**