

COURSE SYLLABUS



COURSE TITLE: ICW 114: Good Relations

CLASS SECTION: X17

TERM: Fall 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): in –person at Saanich Adult Education Centre in Brentwood

For COVID-19, updates please visit <https://camosun.ca/about/covid-19-updates>.

Camosun College campuses are located on the traditional territories of the ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Meagan Saulnier and Shanna Sylvester

EMAIL: SaulnierM@camosun.ca

OFFICE: Wednesday

HOURS: 1-2

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Course Description:

Students will learn various frameworks for group facilitation, including circle work. Students will critically examine and reflect upon the ways that they engage with others. They will acquire and learn to apply tools, models and strategies to support effective communication and have opportunities to practice lateral kindness, active and deep listening, and Indigenous ethics in their work. Students incorporate Indigenous wellness practices into their own personal self-care exercises.

PREREQUISITE(S): ICW 112, ICW 113

CO-REQUISITE(S): ICW 111

EQUIVALENCIES:

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, students will be able to offer community their ability to:

1. Facilitate peer groups using effective and culturally relevant theories, tools and frameworks.
2. Demonstrate self-awareness, lateral kindness, active listening and deep listening.
3. Increase their capacity to ‘walk in a good way,’ with an Indigenous code of ethics.
4. Demonstrate personal wellness, self-awareness, generosity, reciprocity and kindness while maintaining ethical, professional boundaries.
5. Describe how they will use personal wellness practices in order to maintain balance and exercise self-care in community wellness work.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

There is no text or course pack required for this course and all resources will be posted on this course outline and D2L site.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES |
|--------------------------|--|---|
| Class 1 | Course Outlines & Group Guidelines Read for next class: Gabriel Karenhoton Maracle, (2021) Connections and Processes: Indigenous Community and Identity’s Place in the Healing Journey (8.5 pages) https://jps.library.utoronto.ca/index.php/tijih/article/view/36052/28712 | Getting to know each other and the course; group guidelines |
| Class 2 | Teaching Resources: <ul style="list-style-type: none">• https://www.risely.me/here-are-10-fun-active-listening-exercises/#What Is Active Listening?• People First Language. Choosing a person to listen to for Assignment 1. Assignment 1 Due date: | Active Listening and Respecting Diversity |
| Class 3 | Read for next class: Robina Thomas and Jacquie Green (2019) - A Way of Life: Indigenous Perspectives on Anti-Oppressive Living (NOTE: Only required to read pages: 82, 83 and 87, 88 in this article) | Self-awareness & |

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES |
|--------------------------|---|--|
| | <p>https://fpcfr.com/index.php/FPCFR/article/view/373/305</p> <p>Read for next class: https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness (webpage)</p> <p>List of Isms reading class activity</p> <p>https://theantioppressionnetwork.com/resources/terminologies-of-oppression/ (webpage)</p> <p>Class Resource – receiving feedback PowerPoint</p> <p>Class Video: Sometimes you are a Caterpillar - https://www.youtube.com/watch?v=hRiWgx4sHGg (3.5 min.)</p> | <p>Receiving Feedback in a Good Way</p> |
| Class 4 | <p>Video to watch in class: INDIGI-X: Lateral KINDNESS for Organizations - YouTube (1 hour)</p> <p>Class Activity Resource: Lateral Kindness</p> <p>Small groups assigned for Assignment 3 – Due date:</p> <p>Pit Cook</p> | <p>Walking in a good way: Wellness & lateral kindness</p> |
| Class 5 | <p>Read for next class are Reading: Bopp, J., Bopp, M., Brown, L., & Lane, P. (1984). The Sacred Tree: Reflections on Native American spirituality. Twin Lakes, WI: Lotus Light Publications – p. 32-47, some words, with images.</p> <p>Class Resource: Excerpt from: Bopp, J., Bopp, M., Brown, L., & Lane, P. (1984). The Sacred Tree: Reflections on Native American spirituality. Twin Lakes, WI: Lotus Light Publications App-B-traditional-native-code-of-ethics.pdf (hulitan.ca) (webpage)</p> <p>Video for class: Brene Brown – 2 choices: The power of vulnerability Brené Brown - YouTube (20 min)</p> <p>And/or Boundaries with Brene Brown on Vimeo (5ish min.)</p> | <p>Ethics & Boundaries</p> |
| Class 6 | <p>Watch some or all of this video before next class: Kim Haxton (2018). Connecting with Self https://www.youtube.com/watch?v=sGuUz8rWq9I</p> <p>Class Resource: 5 Tips for creative and effective group work</p> <p>Successful Group Work tips</p> | <p>Looking in the Mirror: Reflective practice /noticing where we can grow & time for group assignment work</p> |

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES |
|--------------------------|--|---|
| Class 7 | <p>Assignment Due in class today: - Group Ethics Presentations</p> <p>Class Resources from Dr. Michael Yellowbird: https://www.indigenousmindfulness.com/about & https://www.youtube.com/watch?v=ekLTQoSjWuQ</p> | <p>In-class Assignment (attendance Required) & Observing: Birds' eye view and mouse view; and Mindfulness</p> |
| Class 8 | <p>Class Video: Decolonizing Gender - Two-Spirit identities - https://www.youtube.com/watch?v=A4lBibGzUnE (6:16 min.)</p> <p>Additional Learning Resource: Decolonizing gender training (free/online): (30+ min) http://www.phsa.ca/transcarebc/gender-basics-education/education-resources/online-courses</p> | <p>Gender and Sexuality</p> |
| Class 9 | <p>Reading or class Resource: Facilitating Circles</p> | <p>Facilitating Groups and Circles</p> |
| Class 10 | <p>Read for next class: Kathy Absolon - Indigenous Holistic Theory: A Knowledge Set for Practice (2019) (only required to read p. 23 – 27 of this article) https://fpcfr.com/index.php/FPCFR/article/view/370/302</p> <p>Read for next class:</p> <ul style="list-style-type: none"> • Dr. Gabor Mate (2022) – 7 impacts of Trauma (6.5 min.) • Trauma Sensitive and Informed Practice - Jessica Asch, Tara Williamson, and Leslie-Ann Paige (Indigenous Law Research Unit, NIŁ TU,O Child and Family Services Society), (2021), Toolkit: Coast Salish Laws Relating to Child and Caregiver Nurturance & Safety - (Read P. 53 & 54 using the #'s on the reading) https://ilru.ca/wp-content/uploads/2022/04/NI%C8%BDTUO_Toolkit.pdf <p>Class Resource: https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips</p> | <p>Interpersonal and group dynamics</p> |
| Class 11 | <p>Visit SNIDØEŁ And give back to land in some way</p> | <p>Indigenous concepts of respect, reciprocity and a wholistic worldview</p> |

| WEEK or DATE RANGE | ACTIVITY or TOPIC | OTHER NOTES |
|--------------------------|---|---|
| | | Trauma- Informed ways |
| Class 12 | In-class assignment (Required attendance) | Assignment 5: group activity facilitation – in class today |
| Class 13 | Course Wrap-up and Closing Circle | Closing Circle |
| | | |
| | | |

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

| DESCRIPTION | WEIGHTING |
|---|--------------|
| Relationship Building – Listening to a Classmate | 20% |
| Class Engagement and Walking in a Good Way | 20% |
| Indigenous Code of Ethics – Group Presentation | 15% |
| Seven Sacred Teachings/Laws - Reflection Journal | 20% |
| Group Activity Facilitation | 15% and 10% |
| | |
| | TOTAL |
| | 100% |

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

This interactive course uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, and guest speakers. Please arrive at class on time and be prepared to participate in discussions and activities. Classes planned as a continuum for building the skill and knowledge required to meet the competencies for ICW Graduates. Students are required to contact the instructor in advance if they are unable to attend classes.

Assignment 1 - Relationship Building – Listening to a Classmate

Choose a person in the class that you did not know well before starting this course. You have an opportunity to get to know them more and to practice your skills of active listening, deep listening and self-awareness.

Arrange a time to meet with them, in person if possible, or by video if necessary. Part of active listening is watching and sharing body language so it is important to see each other. Choose a place and time when you will not be interrupted. You need around 45 minutes.

During the sharing, if you are both comfortable with it, the listener can record the answers; if the person is not comfortable, take some notes instead; they are needed to do the assignment.

The listener gets to choose and ask some questions (choose from the list below); listen to the persons answers, their words, the sound of their voice, watch their facial expressions and take some notes of anything you are aware of. Take respectful notes. The person you are listening to may ask to see your notes.

Listener – remember that your job is just to listen and to express gratitude for their time at the end of the sharing.

Questions to choose from (Listener: keep it within the 45 min. period). The person sharing can ask for a different question if they want to:

1. Where are you and your family from/what nation are you from?
2. What is something you appreciate about your people?
3. Please tell a story about your nation or the land you are from.
4. What resilience have you noticed in your nation? (resilience is what helps us be strong, or ways that we show that we are, when faced with challenges)
5. Do you know a story about resistance (of colonization) in your nation?
6. How does your nation express culture?
7. What is a common medicine used by your nation?
8. How do people in your community, or in your family, show respect to others?
9. Is there a person, or an ancestor, that is highly respected in your community? Why?
10. Is there a community ceremony that you like to participate in? What do you like about it?
11. What ways do you lift up your family or your community? (Volunteer work, etc.)
12. What else would you like to share?

Report: What stands out from what you learned about your classmate and/or their nation/community/family?

What did you want to know more about?

What did you notice about the way they shared, not what they shared?

What did you learn about yourself in doing this assignment?

What is one thing you might do to improve your listening skills?

Assignment 2 - Class Engagement and Walking in a Good Way

Attendance and Engagement in the learning is required and will be assessed using the following:

- Regular attendance in class
 - Active listening and respectful participation in classes (i.e. staying connected and engaged in class, rather than on a cell phone or other distractions, etc.)
 - Adequate preparation for classes (completing the readings, etc.)
 - Communicating with your group assignment group members and participating in the group meetings
 - Generosity, reciprocity, mutual support and professionalism in small and large group activities
 - Respectful, kind, professional and inclusive behavior toward classmates and instructor
 - Seeking awareness of the impact of your words and actions on others.
 - Effective and professional interpersonal communication skills, boundaries and ethical behavior with classmates, community members and instructor.
 - Laptops are welcome in the classroom *when* they are required for learning and *if* they are being used for class engagement.
- At least once during this course, **seek out some feedback** from the instructor about your impact on others in the classroom.

Assignment 3 - Indigenous Code of Ethics – Group Presentation

In a small group (4 groups), assigned by the instructor, create an educational experience for your classmates based in the Indigenous code of ethics. This presentation could be a skit, or a role-play, or story telling. It can be pre-recorded and shared with the class (in person) or shared in the moment. All members of the group need to have a clear role in the presentation. Use the following to create the presentation:

- Highlight the section of the code of ethics that you are offering teaching about.
- Offer a scenario to apply the code to, based in real life and/or work situations. (Instructor can offer some or let the groups create them).
- In one version, offer what it might look like **not** to follow the code.
- In the other version offer, what it might look like **to follow** the code.
- Be as creative, clear and engaging as you can be as a group, in your presentation.
- Be present and available for questions and discussion after your presentation.

At the end of the presentation, your classmates should have some clear teachings about the value of following the code and the potential harm of not doing so.

Presentations will be around 8-10 min., with a couple more minutes for questions. Practice together at least once and check your timing.

Assignment 4 - Seven Sacred Teachings/Laws - Reflection Journal

Watch the following videos about the Seven Sacred Teachings/Laws from the Turtle Lodge (each video as around 3-4 min) and complete the assignment below.

Episode 1: A Creation Story - <https://youtu.be/5tGQ3SyIBA0>

Episode 2: Buffalo – Respect <https://youtu.be/5ZCE5wUzqZM>

Episode 3: Eagle – Love <https://youtu.be/pOPpCWAdsiU>

Episode 4: Bear – Courage <https://youtu.be/duNnuC86pmE>

Episode 5: Sabe - Honesty <https://youtu.be/gcyswnThOH8>

Episode 6: Beaver - Wisdom https://youtu.be/S7wbE9YJ5_o

Episode 7: Wolf - Humility <https://youtu.be/0x32iacMyvk>

Episode 8: Turtle - Truth <https://youtu.be/1lb8WQX3bCE>

After viewing these videos, share back your learning and reflections, including all of the information in the list below, you choose the format, either a double-spaced, typed report, or an artistic form of expression, or a story telling.

Reflect - Which one do you connect with most – maybe it feels like the most important one, or maybe just the one you appreciate in your life? Share about why you chose that one.

Growth – Reflect again on the Seven Sacred Teachings/Laws. Which one would you like to strengthen in yourself? Why?

Relations – who stands out to you as someone who embodies this teaching in the way that they walk in the world?

Vision – what might it look like, or feel like, in your life if you were able to strengthen that teaching in yourself/in the way you walk in the world?

Plan – what is one-step you could take towards enhancing that teaching in your self/your life?

Assignment 5 - Group Activity Facilitation

Part One: in pairs, share some of your wellness activities with each other, find one that you both find helpful for yourselves and then facilitate an activity for your classmates that offers them an experience of that wellness practice. Both people will need to have a clear role in leading the activity. The activity will take around 10 minutes to lead, with a few more minutes to facilitate a brief class discussion about it where participants can share comments and/or ask questions, for a total of around 15 minutes. It is useful to learn how to offer group activities within a period, so it is a good idea to practice together ahead of time and see how long it takes.

Part 2: after you facilitate the group activity, each person will write a Journal Reflection about it, include what went well (and explain how you know it went well), and share what you would do differently next time. Finally, explain how you, or others, could use this wellness practice to maintain balance, and exercise self-care, in community wellness work in the future.

SCHOOL OR DEPARTMENTAL INFORMATION

[INSERT TEXT HERE]

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

| Support Service | Website |
|-------------------------------------|---|
| Academic Advising | http://camosun.ca/advising |
| Accessible Learning | http://camosun.ca/accessible-learning |
| Counselling | http://camosun.ca/counselling |
| Career Services | http://camosun.ca/coop |
| Financial Aid and Awards | http://camosun.ca/financialaid |
| Help Centers (Math/English/Science) | http://camosun.ca/help-centres |
| Indigenous Student Support | http://camosun.ca/indigenous |
| International Student Support | http://camosun.ca/international/ |
| Learning Skills | http://camosun.ca/learningskills |
| Library | http://camosun.ca/services/library/ |
| Office of Student Support | http://camosun.ca/oss |
| Ombudsperson | http://camosun.ca/ombuds |
| Registration | http://camosun.ca/registration |
| Technology Support | http://camosun.ca/its |
| Writing Centre | http://camosun.ca/writing-centre |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Progress

Please visit https://www.camosun.ca/sites/default/files/2021-05/e-1.1_0.pdf for further details on how Camosun College monitors students' academic progress and what steps to take if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you may be removed from

the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<https://camosun.ca/registration-records/policies-and-procedures-students/registration-policies-students>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://www.camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.