

# COURSE SYLLABUS



COURSE TITLE:	ICW 116: Community Care Strategies
CLASS SECTION:	X17
TERM:	Winter 2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	in-person

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

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## INSTRUCTOR DETAILS

NAME:	Uma'gila'ogwa/Ruth Lyall
EMAIL:	<a href="mailto:lyallr@camosun.ca">lyallr@camosun.ca</a>
OFFICE:	SAEC
HOURS:	By appointment

*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.*

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## CALENDAR DESCRIPTION

Students will learn culturally relevant skills and strategies for addressing the wellness needs of Indigenous individuals, families and communities. Students will learn trauma-informed and healing-centered interventions, including a wide range of relational support strategies. Students will learn how to respectfully and effectively work with individuals and diverse groups who may be navigating challenging situations.

PREREQUISITE(S):

CO-REQUISITE(S):

EQUIVALENCIES:

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## COURSE LEARNING OUTCOMES / OBJECTIVES

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

1. Use culturally relevant strategies for addressing the wellness needs of individuals, families and communities in a variety of contexts.
2. Apply concepts of trauma-informed and healing-centred practice when supporting individuals, families, and communities.
3. Apply practical tools and cultural resources to respond to challenging situations in the workplace.
4. Use relational strategies to advocate for enhanced workplace wellness.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Required readings will be shared with you on D2L or handed out in class.

## 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	Readings/videos
January 9	<b>Intros/Welcome Back!</b> <b>Ice breaker</b> Define “Community Care” for ourselves How are we taking care of ourselves and one another in this class? How are we applying community care in this classroom?	W̱SÁNEĆ youth at QENEN, IW Connecting with ÁLEŃENEĆ, 2022 (6 min) <a href="https://www.youtube.com/watch?v=sWjt7nSqrtw">https://www.youtube.com/watch?v=sWjt7nSqrtw</a>
January 16	<b>From Lateral Violence to Lateral Kindness</b>  <b>Guest:</b> Sandee Mitchell	<a href="https://www.fnha.ca/Documents/FNHA-COVID-19-From-Lateral-Violence-to-Lateral-Kindness.pdf">https://www.fnha.ca/Documents/FNHA-COVID-19-From-Lateral-Violence-to-Lateral-Kindness.pdf</a>
January 23	<b>EDIT: SAEC Health Fair</b>	The Health Fair starts at 9:15 on second floor. I will take attendance and we will join the SAEC health fair.
January 30	<b>Indigenous-specific trauma-informed approaches</b> <ul style="list-style-type: none"> <li>• Learning and recognizing the signs of trauma</li> <li>• Learning and applying trauma-informed approaches</li> <li>• Involving people in support process</li> <li>• Engaging support, when appropriate</li> </ul>	<a href="#">Intergenerational Trauma and Collective Healing</a> – P. 1, p. 167, & p. 176 – 179  <b>Video:</b> Strengths-based and Trauma-informed Practice (Looking beneath the surface) (4 min)  <a href="https://www.youtube.com/watch?v=w9Zshs081NE">https://www.youtube.com/watch?v=w9Zshs081NE</a>
February 6:	<b>Suicide Awareness and Care for Self and Others</b>  <b>Guest:</b> Maria Weaver  <b>**NOTE:</b> If this topic is a heavy trigger for anyone, please connect with me before class	<b>Section 1</b> – General Suicide Awareness <ul style="list-style-type: none"> <li>• Intros &amp; group agreement</li> <li>• Myths vs. Facts</li> <li>• Life Promotion</li> <li>• Suicide Safer Language</li> </ul> <b>Section 2</b> – Supporting Someone Who is Having Thoughts of Suicide <ul style="list-style-type: none"> <li>• Recognizing Signs of Suicide</li> </ul>

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings/videos
		<ul style="list-style-type: none"> <li>• Asking About Suicide</li> <li>• Listening &amp; Referring to Supports</li> </ul> <p><b>Section 3</b> – Caring for ourselves/each others as helpers</p> <ul style="list-style-type: none"> <li>• Boundaries</li> <li>• Self-Care/Caring for Each Other</li> <li>• Review</li> <li>• Q&amp;A</li> </ul>
February 13:	<p><b>Culture as Community Medicine</b></p> <p>Discuss Healthy Community/Workplace assignment</p> <p>Sign up for Sacred &amp; Strong Class Presentations</p>	<p>In Class Activity: Listen to the story of <a href="#">Camossung</a> and then in small groups, complete Pages 16 – 20 in <a href="#">activity book 1</a> and debrief/share with the larger group. How could the resources in this activity book be used in community? (From: <a href="#">Salish Laws Child and Caregiver Nurturement and Safety (Tool Kit)</a>)</p> <p><b>Due by midnight: Culturally Relevant &amp; Heart-Centred Strategies</b></p>
February 20	<b>READING BREAK: NO CLASS</b>	
February 27	<p><b>Harm Reduction (1 hour)</b></p> <p><b>Guest: Vanessa Oliver from QomQem Coastal Connections</b></p> <p><b>Community Care Strategies Collages</b></p> <p>We will work on collages today. If you want to add personal photos, please email me by February 20, so I can get printed. Limit: 6 –8 pictures.</p> <p>*In class time to discuss class assignments and expectations.</p>	<p>The Circle of Courage: Developing Resilience and Capacity in Youth</p> <p>Please read pages 67-71 and be prepared for in class discussion</p>
March 5	<p><b>Addressing Difficult Situations in the Workplace Setting</b></p> <p>We will explore some strategies to addressing workplace conflict and how we can apply and incorporate cultural teachings/practices into resolving conflict.</p>	<p>Our Ways of Being With Each Other: IECC document: HANDOUT</p> <p><b>Due by midnight: Healthy Communities/Workplaces Due</b></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	Readings/videos
March 12	<p><b>Guest:</b> Meli Louie</p> <p><b>Supporting ourselves and others through difficult emotions:</b></p> <ul style="list-style-type: none"> <li>• Self-regulation tools</li> <li>• Culturally-relevant responses</li> <li>• Seeking support and guiding others to appropriate support</li> </ul> <p><b>Continue to work on Community Care Collages.</b></p> <p>We will work on these and then each student will briefly share the highlights of their collage's with others.</p>	<p>The Unspoken Complexity of Self-Care  <a href="https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467">https://medium.com/@deanna/the-unspoken-complexity-of-self-care-8c9f30233467</a></p>
March 19	<p><b>Visit: PEPAKEN HÁUTW FOUNDATION LAND-BASED EDUCATION AND RESTORATION</b></p>	<p>Considering WSÁNEĆ Research Protocols reading (2 pages handout)</p> <p>Please review the following web-site:  <a href="https://pepakenhautw.land/tribal-school-program">https://pepakenhautw.land/tribal-school-program</a></p>
March 26	<p>Land-based/cultural activity to be discussed and planned with class</p>	
April 2	<p><b>Sacred &amp; Strong Class Presentations: 20%</b></p>	
April 9	<p>Wrap up</p>	<p><b>Part 2 – Personal Reflection on the Group Assignment: Due by midnight</b></p> <p>Closing Circle</p>

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 noticed is required. Deadlines can be reviewed on the [CAL exams page. https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams)

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## EVALUATION OF LEARNING

DESCRIPTION	DUE DATE	WEIGHTING
Course Engagement and Walking in Good Ways	Ongoing	20%
Culturally Relevant & Heart-Centred Strategies	Feb 13	30%
Healthy Communities/Workplaces	March 5	20%
Sacred and Strong Group Presentation (Part 1)	March 26 April 2	20%
Part 2 – Personal Reflection on the Group Assignment	April 9	10%
	<b>TOTAL</b>	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](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information.  
<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## ASSIGNMENTS

### **Course Engagement and Walking in Good Ways: ongoing, 20%**

Attendance and Engagement in the learning is required and will be part of this assessment. Students will be supported to:

- Attend all classes and to participate in class discussions and activities in good ways.
- Come to class prepared with readings done and will engage in self-reflection and self-regulation.
- Use active listening skills and to offer respectful participation in classes (i.e. staying connected and engaged in class, rather than on a cell phone or other distractions, etc.)
- Communicate with their assignment group members and participate in the group meetings
- Practice wellness, reciprocity, mutual support, setting healthy boundaries with one another and will be encouraged to develop good habits of being good wellness workers.
- Show respectful, kind, professional and inclusive behavior toward classmates and instructor
- Use professional interpersonal communication skills and have ethical behaviour with classmates, community members and instructor.
- Seek awareness of the impact of their words and actions on others.

\*Note: Laptops are welcome in the classroom when they are required for learning and if they are being used for class engagement.

### **Culturally Relevant & Heart-Centred Strategies**

**Due Date: February 13, submit to D2L by midnight: 30%**

**(750 words: approximately 3 pages, double-spaced, Times Roman, 12 font)**

This is an opportunity to do some personal reflections about cultural relevant and heart-centred strategies.

Please share about at least one cultural practice/teaching that you have applied, or would like to apply, to your personal/professional life. Include:

- Your understanding of this cultural practice. Where do the teaching come from?
- How you learned about this cultural practice? Who from?
- How might this practice be applied in a situation where there is workplace conflict?

## Healthy Communities/Workplaces

**Due Date: March 5, submit to D2L by midnight: 20%**

**Individual Written Assignment (500 words, Times New Roman, 12 font, double-spaced: approximately 2-3 pages)**

- Think of a time when, in a workplace and/or community setting, you experienced *a challenging situation that impacted your wellness*. Give:
  - a. a brief description of the situation and the impact it had on you; be mindful of taking *a trauma informed approach* for yourself – choose something that you can focus on that won't impact your wellness to do so and share only as much as you are comfortable sharing – if necessary you can be intentionally vague and mention that your description is vague to support your own wellness.
- Reflect on how your employer and/or those community members involved could have, or could in the future:
  - a. Apply practical tools and cultural strategies to address the concern so that community members/employees can stay safe and well.
  - b. Describe what those strategies and resources could be and how they could be used. (When you are quoting, or using the ideas of Elders or readings or an instructor, be sure to mention the source of the information - citing)

You are asked to use a minimum of 3 sources in this paper and to use APA format citation.

## Sacred and Strong Group Presentation:

### Part 1: Sacred & Strong Class Presentations: April 2, 20%

Note: this is an in-class assignment\* – you must be present for and participate in presenting this assignment to be included in the group grade.

Pairs (or groups of 3), will choose the reading they will present, or it will be assigned in Class 2 (each group presents a different chapter/resource).

Resources/Readings/Chapters for the assignment:

[Sacred and Strong – Upholding Matriarchal Roles \(FNHA\)](#)

Chapter 1 - Perinatal And Infant Wellness P. 1-15\*

Chapter 2 - Child Wellness P. 1-10\*

Chapter 3 - Youth Wellness P. 1-10\*

Chapter 4 - Adulthood P. 1-9\*

Chapter 5 - Elderhood P. 1-8\*

\*Note: Page numbers are based on the version of the document that is found by using the link to the individual chapters, not the full report.

[Healing journeys: Indigenous Men's reflections on resources and barriers to mental wellness](#) P. 2 - 7

[An Introduction to the Health of Two-Spirit People: Historical, contemporary and emergent issues](#) Sections: 1 – 3 & 6 & 7

If students want to choose their own reading, please approach the instructor.

Assignment instructions: Individually, read your assigned chapter/reading/resource; next, with your small group, present the information below to the class. A variety of creative ways to present could be used: a skit, a power point, a case study approach, storytelling, photos, etc. Be sure to include some kind of visual representation in your work (that might include any of: art, photos, power point, etc).

Each group member must have a role in creating the presentation and also in the presenting of it. At the end of the presentation the group will invite, and respond to questions from the class. Each group will have 10-15 minutes to present, depending on the class size, as per instructor.

1. What does the chapter say about the needs of this demographic of people?
2. What does it say about how to best support their wellness in culturally relevant ways?
3. What kinds of trauma informed approaches did you notice in the chapter?
4. What other kinds of trauma informed, culturally relevant healing practices have you learned in the course (classes or readings) that could be useful?
5. What other ways have you learned from the Elders in community that could be useful?

Cite reading/chapter, plus a minimum of 2 other sources (words from an Elder/Knowledge Keeper, chapter of a book, article, web-site).

## **Part 2 – Personal Reflection on the Group Assignment**

**Due Date: Submit to D2L by April 9<sup>th</sup> at midnight, 10%**

**(250 – 350 words: 1-2 pages double spaced)**

Each person individually writes a reflective report about their experience with the group presentation.

1. Were you happy with your contribution to the presentation. Is there something you would do differently in the future in group work? If so, what? If not, why?
2. What were the gifts and/or the challenges of working in this group?
3. What teamwork skills did you use to resolve any possible challenges?
4. What was the main learning you got from this assignment (either from the reading or the group work)? (When you are quoting, or using the ideas of Old Ones or readings or an instructor, be sure to mention the source of the information - citing)
5. How will you apply this learning in the future?

## COURSE GUIDELINES & EXPECTATIONS

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### **Submitting Assignments**

All assignments will be submitted to the D2L site, and in a Microsoft Word (.doc or .docx) format. External links to documents such as Google Docs, or other file formats specific to other word processor programs, will not be accepted. Every effort will be made to return assignments to students within two weeks.

Meetings with the instructor are recommended and encouraged if a student is struggling with the content. Assignment rubrics are provided on D2L in advance for every assignment as outlined in the proceeding sections of this syllabus.

In the event of low marks or if it appears there may be a risk of not achieving the necessary grade required to fulfill program requirements, students must monitor their own progress and access assistance/resources early on. All grades are available on the course D2L site. Additional Camosun College supports and resources are listed within item #8 of this document.

There are no rewrites of assignments and therefore, no rewrite will be granted for papers with a low mark or failing grade. It is the student's responsibility to understand the content and expectations of the assignments that are due. Students can email and meet with the Instructor to review and discuss their assignment or course grade.

### **Request for Extensions**

Extension requests for assignments will only be considered under exceptional circumstances. Request must be made at least 48 hours before the assignment due date. For illness or hospitalization, the student may be required to produce a doctor's note that are specific to the dates of their incapacity. Requests will be reviewed on a situation-by-situation bases.

If an assignment is submitted after an approved extension, the assignment will be subject to the full late penalties (5% per day) based on the original due date as though no extension was granted.

## SCHOOL OR DEPARTMENTAL INFORMATION

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<https://camosun.ca/programs-courses/iecc/indigenous-student-services>



## STUDENT RESPONSIBILITY

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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

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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 [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

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

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### 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 <https://camosun.ca/sites/default/files/2021-05/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 for contacts and to learn how to get started:

<https://camosun.ca/services/academic-supports/accessible-learning>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### 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 <https://camosun.ca/sites/default/files/2021-07/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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education). To contact the Office of Student Support: [oss@camosun.ca](mailto: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 <https://camosun.ca/sites/default/files/2021-05/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 can be 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.