



INDIGENOUS FAMILY SUPPORT PROGRAM
IFS 110 2019 Fall
Self, Family and Community

Instructor: Marcey Louie
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Class time: Tuesday, 9:30 to 12:20 at WS'ANEC' Adult Education Centre
Office hours: by appointment at WS'ANEC' Adult Education Centre

This course focuses on Indigenous Families across generations. Students are supported to experience how families are influenced by social, political and economic happenings. Students will transfer their knowledge of family at a personal level to their professional role as Indigenous Family Support Workers.

Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Explore various definitions and theories of family across cultures and worldviews.
2. Develop and analyze a genogram that portrays the changes and happenings within families over generations.
3. Identify how the changes and happenings in Indigenous families reflect social, political and economic forces.
4. Discuss how their knowledge of their own family assists them when working with other Indigenous families.

Texts & Materials:

- (a) McDaniel, S. and Tepperman, L. (2015) Close Relations. An Introduction to the Sociology of Families (Sixth Edition).
- (b) Richardson, R.W. (1995) Family Ties That Bind: A Self-Help Guide to Change Through Family of Origin Therapy

Evaluation of Learning:

1.	Self-Reflection Paper	30%
2.	Genogram	30%
3.	Family Analysis	30%
4.	Professionalism	10%
		100%

Self-Reflection Paper (30%)

Self-awareness is **key** to being a good family support worker. The better that you know yourself, what your beliefs and values are, the better family support worker you will be. Students will be required to write a **5-page** self-reflection paper. Share only what you are comfortable sharing but be sure to include your beliefs, values, strengths, challenges, triggers, and overall your gifts! **This assignment is worth 30% and is due on October 1, 2019.**

Genogram (30%)

Students will create a Genogram of their family of origin, and/or the family that they were raised in, using knowledge and information gathered from readings, in-class discussions and family research. You will be required to record a **three to four generational** genogram, recording as many **symbols, dates and relationship lines** as you are comfortable sharing.

You will also incorporate the **social and political context** down the side of your chart as it relates to your genogram. You can be as creative as you want with your genograms adding photos, symbols, and color, as you like. **This assignment will be worth 30% of your grade and is due on October 29 2019.**

Family Analysis (30%)

Students are required to write a paper (**5 to 6 pages**) summary and analysis about their genogram, addressing the following questions:

What are you aware of and lessons learned about your family?

What personal insights did you have while researching and constructing your genogram?

What role do you play in your family of origin?

How will this information help you as an Indigenous support worker?

This assignment is worth 30% of your grade and is due on Nov 26, 2019.

Professionalism (10%)

Indigenous Support work requires a high level of professionalism. As a support worker, you are expected to conduct yourself in a professional manner at all times. We will start this professionalism in the classroom. Ten percent of your grade for this class will be for the following:

- **Attendance** is a critical part of learning and a very important part of this course.
- **Being Prepared for Class and Participation** includes ensuring that course readings are completed and you are prepared to discuss and respond to the content in class.

This course outline is your guide to knowing the readings for each class. It is essential to always consult this outline and prepare for each class. Taking control of your education is an important part of student life. You will benefit from this class by asking questions, taking risks, actively participating in class discussions and group work.

- **Active Listening and Professionalism** is an essential skill for Indigenous Support Work. You must be able to hear what people are saying to gain their trust and respond in a respectful and appropriate manner. Professionalism includes being on time for class; demonstrating non-verbal communication through attentive body language; communicating with instructor when you are unable to attend class; making arrangements for extensions on assignments; looking for clarification when you are not understanding something and generally communicating in a respectful way with both students and staff. **Students are expected to refrain from using cell phones during class time.**

Course Content and Schedule

Session One Sept 3	Welcome and IFS Orientation
Session Two Sept 10	Review Course Outline Discussion of family Class expectations and learning pedagogy. How can we create a positive and safe learning environment? Indigenous culture, values, traditions, and ways of knowing as seen through cultural frameworks. Start Genograms
Session Three Sept 17	Chapters One and Two of Family Ties that Bind Work on self-reflection in class
Session Four Sept 24	Chapters Three and Four of Family Ties that Bind Work on self-reflection paper in class
Session Five Oct 1	Close Relations - Chapter One Families and Family-Like Relationships Work on genograms in class *Self-reflection paper due*
Session Six Oct 8	Chapters Five, Six and Seven - Family Ties that Bind Work on genograms in class
Session Seven Oct 15	Chapter Eight –Family Ties that Bind
Session Eight Oct 22	Chapter Two: Close Relations Historical Perspectives on Canadian Families Chapter Three: Close Relations -How Families Begin Work on genograms in class Framing the Nitinaht Chronicles

Session Ten Oct 29	Walking through the fire Video: The Nitinaht Chronicles Confronting Abuse - Debrief *Genogram due*
Session Eleven Nov 5	Chapter Four - Close Relations Types of Intimate Couples Work on family analysis in class
Session Twelve Nov 12	Chapter Five - Close Relations Happy and Healthy Relationships Chapter Six: Close Relations Parenting
Session Thirteen Nov 19	Chapter Seven - Close Relations Work and Family Life Work on family analysis in class
Session Fourteen Nov 26	Chapter Eight - Close Relations Stress and Violence & Realities of Family Life. *Genogram- Family Analysis Due*
Session Fifteen Dec 3	Chapter Nine -Close Relations Divorce and Ending Relationships Film: TBA Overview

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

3. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at

<http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

Late Policy:

Students will submit all assignments by 4:30 on the day that they are due. In exceptional circumstances, students can arrange with their instructor for an extension. Extension requests will be considered **prior** to the due-date, the assignment will be accepted at 5% of your grade per day.

Recommended Materials or Services to Assist Students to Succeed Throughout the Course:

Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections, located in Ewing 272, Lansdowne Campus, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are Indigenous advisors and support people for you to talk with. To make an appointment with one of the advisors, please stop by the office or call the secretary at 370-3299.

Another good friend to you is Wendy McDonald, Coordinator of Learning Support. Please feel free to seek advice or support from Wendy; 250-544-2192.

If you are interested in additional readings related to this course, please see the instructor for suggestions.

Please note that this course outline *may change due to resource availability and unforeseen circumstances*.

***C is the minimum grade for successful completion of IFS 110. All assignments must be complete with a minimum grade of C to meet the requirements of this course.**

I wish you much success on your journey!

