

Eyē? Sqā'lewen:  
The Center for Indigenous Education and Community Connections

**INDIGNEOUS FAMILY SUPPORT WORKER PROGRAM**  
**IFS 140-Introduction to Practice**  
**Fall 2019**

**Instructor:** Sandee Mitchell

**Class time:** Tuesday 1:30 to 3:20

**Location:** WSA NEC

**Office hours:** 12:30 to 1:30

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**Course Description:**

This course introduces students to the basic skills, knowledge, attitudes and values necessary to function as an Indigenous family support professional. Students will begin to examine the responsibilities and obligations of the family support role. Students will also be introduced to agencies and services for Indigenous families.

**Course and learning outcomes:**

Upon completion of this course, students will be able to:

- **Display** a beginning **awareness of the importance of walking in balance**, both personally and professionally, in order to promote positive change for Indigenous individuals, families and communities.
- **Discuss** the importance of working within **ethical and legal boundaries**.
- **Discuss** how an understanding **of historical and cultural realities** of indigenous peoples is necessary in order to promote positive change for individuals, families and communities.
- **Communicate effectively** and clearly in a variety of contexts.
- **Use non-violent communication** when interacting with Indigenous families and others.
- **Discuss** the importance of **working effectively as part of a team** to identify access and utilize resources.
- **Describe** some positive, **strength-based supports** for assisting individuals within diverse learning environments.
- **Utilize** effective approaches to **stress management, self-care** and safe practice.

## TEXT:

- ◇ Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping Michael Anthony Hart, 2002
- ◇ Additional readings may be distributed in class.

## GENERAL CONSIDERATIONS:

- This course emphasizes experiential learning. Students are expected to attend all classes and to complete all required readings in preparation for the class.
- Participation is required and expected in all class discussions and activities. (E.g. Active listening, posing questions, supporting fellow students).
- **Cell phones are to be turned off.**
- Please respect others by listening and attending to fellow students, guests and the instructor.
- Students must arrange for an extension of an assignment **BEFORE** the due date.

## WORD PROCESSING:

Computers are available at the Saanich Adult Education Centre and at various locations on the Lansdowne Campus.

## ASSIGNMENTS AND EVALUATION OF LEARNING:

1	Participation (includes attendance and being prepared for class)	42%
2	Personal reflections (3 at 6% each)	18%
3	Site Visit & Presentation #1	10%
4	Breakfast for the Homeless #2	20%
5	Site Visit & Presentation #3	10%

## LETTER GRADES:

Camosun College has a nine point grading system. The percentage breakdown is as follows:

Percentage	Grade	
90-100	A+	
85-89	A	
80-84	A-	
77-79	B+	
73-76	B	
70-72	B-	
65-69	C+	
60-64	C	
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.
0-49	F	Minimum level has not been achieved.

## ELABORATION OF ASSIGNMENTS:

### 1. Participation:

- 20-42% Excellent and sustained level of preparation and participation/on time and perfect attendance.
- 15-20% Good participation, preparation and a high level of attendance.
- 10-15% Fair level of participation, and preparation with noticeable absences, late arrivals or early leavings.
- 0- 10% Minimal participation or preparation, often off task, noticeable absences or late arrivals.

### 2. Personal Reflections (3 required. One after each site visit 6% each for the total of 18%)

Overview: This paper is a 3-5 page personal response to what your contribution to the success of the group project was. Your Personal Reflection paper should be both personal and reflective. What did you contribute to the success of this project? What do you wish you could do differently and why? What you have learned about yourself during this assignment. How have you grown professionally through this assignment? Your grade will be based on the depth of your self-reflection and the demonstrated integration of concepts that have been discussed in class.

**Email** your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

### 3. Site Visit & Presentation #1 10%

Group Visit: With your group, visit a social service agency of your choice to collect information from the perspective of an Aboriginal person walking in off the street. To gather your information you might observe the waiting room, the intake procedures, the front line workers who deal with individuals, the mix of folks sitting in the waiting room or using the facilities, etc. You may want to have an informal chat with someone in the waiting room or outside the agency. You will need to collect information on the following questions:

- What services does this agency offer?
- Who are the people served by the agency?
- What messages does the physical setting of the agency give?
- What is the atmosphere and tone of the interactions between individuals and service providers?

1. Group Presentation: With your small group, analyse all of your individual data to find common themes and differences. Together, create an oral/visual presentation to share with the class. This presentation should last no more than 30 minutes. Choose a presentation format that suits your audience and information.

Scoring Guide Site Visit #1

Criteria	Ratings					
Write clearly, logically and concisely	1	2	3	4	5	
Organize writing logically	1	2	3	4	5	
Participate in discussions and group presentations	Yes		No			
Describe type of agency. Private or non-profit demonstrate understanding of difference.	1	2	3	4	5	

Identify ways in which this social service agency is funded.	1	2	3	4	5	
Describe the purpose, goals of this social service agency	1	2	3	4	5	
Who are the people served by this agency?	1	2	3	4	5	
How close is the fit between the goals of the agency and individual's needs?	1	2	3	4	5	
What services are provided?	1	2	3	4	5	
Search out and find appropriate published social service information for the local community	1	2	3	4	5	
Accurately gather social service information using observation skills	1	2	3	4	5	
Gather accurate social service information using effective interview skills	1	2	3	4	5	
Does the agency have a code of ethics? Do you have a copy	1	2	3	4	5	
How would you describe the working conditions of staff?	1	2	3	4	5	
How does the agency use volunteers?	1	2	3	4	5	
What challenges does the organization face?	1	2	3	4	5	

#### 4. Breakfast for the Homeless Assignment 20%

In this assignment you will plan and host a breakfast for the downtown Aboriginal homeless population.

- a. Research and visit the Downtown Homeless Coalition
- b. Plan and organize a Breakfast in conjunction with the Downtown Homeless Coalition

Elaboration:

1. You will do all of the planning around the breakfast for the Downtown Homeless Coalition. You will arrange a meeting with staff at the coalition to begin planning, organizing and setting an agenda. This involves deciding who will do what tasks including who will purchase the food that will be paid by the program.
  - What will the menu be?
  - Will you have an elder to open the event?
  - How will you advertise this event?
  - Who will be your contact from the agency?
  - Will you need a gift or honorariums for anyone?
  - What kind of atmosphere will you create?
  - What time will you need to be at the location?

**Personal Reflection:** Compose a 300-500 word personal reflection on your experience. What about your own involvement in this assignment are you proud of? Why? What would you like to have done differently? Why? How have you grown professionally through this assignment?

**Email your personal reflection to me. I will only accept submissions for seven days after the breakfast presentation.**

## b) Site Visit & Presentation #3 10%

In this assignment you will:

- a. Report on the purposes, philosophies, and target populations of selected local social service organizations.
- b. Identify and begin to evaluate a range of practices and issues related to services and supports.
- c. Use effective and respectful communication skills.
- d. Demonstrate professional behaviours.
- e. Use research skills to gather published information related to social service providers.
- f. Use observation skills to gather information about social services agencies.
- g. Use interview skills to gather information from social service users and providers.
- h. Describe how principles of social justice are demonstrated by selected agencies.
- i. Describe how social service practitioners can be agents of change.

Elaboration:

1. Group Visit Assignment Three: With your group members, undertake an investigation of a social service agency of your choice. You will begin to focus on how issues of **social justice** impact your chosen agency. You will collect data by conducting a site visit and by reviewing print and electronic documentation. Your site visit will consist of interviews with manager/director. Your data should include information on:

- What are the mission, goals, and objectives of this agency?
- What services are offered by the agency?
- What type of agency is this? (private for profit or non-profit)
- Who are the people served by the agency?
- Do you think there are gaps in the services for the population served by this agency, within the local area? If yes, explain what services might be needed.
- What economic issues does this agency face?
- What political issues does this agency face?
- What social issues does this agency face?
- What are the goals for social change that this agency has?
- What do the employment prospects within this agency look like for you? What about a potential practicum placement?

Your report should be 300-500 words.

- 1) Group Presentation: With your small group, organize your data and present it in an oral visual presentation to share with the class. This presentation should last no more than 20 minutes. Choose a presentation format that suits your audience and information.
- 2) Personal Reflection: Compose a 300-500 word personal reflection on **your** experience. What about your own involvement in this assignment are you proud of? Why? What would you like to have done differently? Why?

Email your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

Scoring Guide for visit # 3

<b>Criteria</b>	<b>Ratings</b>			
1. Write a coherent and logical report.	1	2	3	4
2. Communicate clearly so others can understand.	1	2	3	4
3. Use beginning networking skills.	1	2	3	4
4. Demonstrate responsible work habits.	1	2	3	4
5. Demonstrate effective use of feedback.	1	2	3	4
6. Demonstrate confidentiality.	1	2	3	4
7. Search out and find appropriate published social service information for the local community.	1	2	3	4
8. Accurately gather social service information using observation skills.	1	2	3	4
9. Gather accurate social service information using effective interview skills.	1	2	3	4
10. Describe common social service issues using a social justice perspective.	1	2	3	4
11. Identify ways in which an agency can address social inequality.	1	2	3	4
12. Describe change agent practices.	1	2	3	4
13. Identify how agencies or practitioners are limited in achieving social justice goals.	1	2	3	4
14. Describe the purpose, goals and objectives of a social service agency.	1	2	3	4
15. Describe the typical target population served by a social service agency.	1	2	3	4

~Course Content and Schedule~

Sept, 10	Course Review and Orientation Discuss assignments, Identify groups, Roles and Responsibilities. Review course outline.
Sept, 17	Orientation to Self in Practice Talk about Professionalism Colonization, role of social work in colonization.
Sept, 24	Readings: Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping Chapter One: Remembering Where I Came From
Oct 1	<b>Site visit #1</b> In small groups in community visiting agencies.
Oct, 8th	<b>Site Report #1 due.</b> Student Presentations
Oct 15	Readings: Seeking Mino-Pimatisiwin Chapter Two: Eurocentrism, Colonization, and Resistance
Oct, 22nd	Guest Speaker: Addiction and Recovery with Kevin Barr Planning for the breakfast for the homeless
Oct, 29th	<b>Site #2-Breakfast for the Homeless</b> October 27 <sup>th</sup>
Nov, 5th	Readings: Seeking Mino-Pimatisiwin Chapter Three: Foundations of an Aboriginal Approach

Nov, 12th	Ethics, Professionalism and Confidentiality Readings: Seeking Mino-Pimatisiwin Chapter Four: Deepening our Understanding Guest Speaker:
Nov, 19th	<b>Site Visit. #3</b> In small groups in community visiting agencies of students choice
Nov, 26th	<b>Site Report #3</b> Student Presentations
Dec 3rd	<b>Site Report #3</b> continued and wrap up.

**Note: This schedule is subject to change based on the availability of resources or learning needs of students. Site visits must be completed in the time allocated on Tuesdays.**