



Eyē? Sqâ'lewen
**The Center for Indigenous Education and
Community Connections**

*IFS 141
Self in Practice
Winter 2020*

COURSE OUTLINE

Description:

This course builds on the knowledge and skills learned in IFS 140 (Into to Practice), through a combination of classroom and practical experiences. Students will further develop knowledge and strategies for effective work with families and interdisciplinary teams. Lifelong learning and its relationship to personal and professional development is explored.

✦ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

Instructor Information

Instructors: Sandee Mitchell
Class Time: Tuesday, 9:30 to 12:20
Location: WESENEC
Office Hours: Tuesday 12:30 to 1:30
Phone: 250-370-3124 or 250-544-2192
Email: Mitchell@camosun.bc.ca

1. Intended Learning Outcomes

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

1. Walk in balance, both personally and professionally, to promote positive change for indigenous individuals, families and communities.
2. Support the well-being and facilitate positive change for Individuals, family and community.
3. Communicate respectfully and appropriately in oral, written and non-verbal forms in ways that enhance the quality of relationships.
4. Apply Indigenous ways of knowing and being that contribute to effective and positive support of individuals, families and communities.
5. Use knowledge of the historical and cultural realities of Indigenous peoples to effectively problem solve.

6. Begin to apply effective team work skills to identify, access and utilize appropriate resources.
7. Implement, with support, strength based strategies to assist individuals within diverse learning environments.
8. Begin to demonstrate professional responsibility, accountability and reciprocity as an Indigenous Family Support Worker.

2. Required Materials

Baskin, Cindy. Second Edition (2016)
 Strong Helpers' Teachings: The value of Indigenous Knowledges in the Helping Professions.

3. Course Content and Schedule

- Explore Aboriginal ways of knowing
- Examine strengths within the program content
- Discuss individual journeys
- Experience oral tradition
- Explore the importance of community and land
- Discuss best practices

		Topics	Readings and suggested resources
1	Jan 7 th	IFS 141 Orientation and review of course outline. Assignments and Discussion about Practicum. Getting started!	
2	Jan 14	Drum Stick Marking	Holding each other up Gordie Bear
3	Jan 21	Starting at the Beginning and The Self is Always First in the Circle Check in: How is Practicum going?	Read Chapter 1 and Chapter 2 Strong Helpers' Teachings Sandee
4	Jan 28	Drum Making Workshop	Sandee and Nicole
5	Feb 4	Depression and Anxiety When Bad things happen to those who do the helping.	Text Book: Chapter 3 Text Book: Chapter 4

		Current Theories and Models of Social Work as seen through an Indigenous Lens. Check in: What are you learning in Practicum?	Marcey Louie
6.	Feb 11	Centering all Helping Approaches From an Ethical Place Lateral Violence vs Lateral Kindness	Text Book: Chapter 5 Text Book: Chapter 6 Sandee Mitchell
7	Feb 18	Reading Break	College is Closed
8	Feb 25	Holistic or Wholistic Approaches The Answers are in the Community	Text Book: Chapter 7 Text Book: Chapter 8 Sandee Mitchell
9	Mar 3	Land Base Teachings Spirituality: The core of Indigenous worldviews Mental Health As Connected to the Whole.	Text Book Chapter 9 Text Book: Chapter 10 Marcey Louie
10	Mar 10	Healing Justice Proud Two Spirited Princess Boy	Text Book: Chapter 11 Text Book: Chapter 12 Nicole Mandryk
11	Mar 17	Caring for Families and Caring for Children Making connections with our final practicum sites. The Power of Pedagogy Practicum Check in Preparing our resume and cover letter	Text Book: Chapter 13 Text Book: Chapter 14 Sandee Mitchell
12	Mar 24	Taking Back Research We are all Related	Text Book: Chapter 15 Text Book: Chapter 16 Marcey Louie Nicole Mandryk
13	Mar 31	Presentations of Professional Framework for Practice	Sandee, Marcey and Nicole
14	Apr 07	Presentations continued Final Celebration and Potluck	Sandee, Marcey and Nicole

4. Basis of Student Assessment (Weighting)

- Note: Subject to change based on the availability of resources or learning needs of students.
- Students must complete all assignments in this outline.

ELABORATION OF ASSIGNMENTS:

1. Practicum placement. 60%

The student will:

- Attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason for not attending. All absences need to be discussed with the college instructor and or the site supervisor.
- Demonstrates a satisfactory level of understanding and performance of duties.
- Demonstrates a positive and consistent use of Indigenous family support knowledge, values, principles, and during the practicum.
- Demonstrates an ability to function effectively with more than one type of client system (individual, family, group, community or organization).
- Demonstrates satisfactory professional judgment and increasing levels of independence.
- Demonstrates an open, outreaching approach to learning, self-awareness and to professional growth.

2. Framework for Practice. 25%

Drawing on the readings from Strong Helpers' Teachings, class discussions and on site learning, students will create a professional framework for practice. This framework will be your guide to practice, your contract with yourself to help you to be the best family support worker you can be. This will be presented in class on Marche 31st or April 7th.

3. Professional Documentation: 15%

- Develop a professional resume
- Write a covering letter
- Attend an interview for next practicum

ATTENDANCE:

- 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, unless arrangements are made with the instructor or practicum supervisor a head of time.
- 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.

5. Grading System

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

6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, through Student Services or on the College website at www.camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Enrolment Services, and on the College website at www.camosun.ca/about/policies/policies.html.

The Center for Indigenization and Community Connections- Eyē? Sqā'lewen is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>

