



INDIGNEOUS FAMILY SUPPORT WORKER PROGRAM

IFS 140-Introduction to Practice

Fall 2020

Instructor: Sandee Mitchell

Class time: Tuesday 1:30 to 3:20

Location: Zoom and D2L

Office hours: 12:30 to 1:30

Email: Mitchell@camosun.bc.ca

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	Wellness for Homeless Assignment #2	20%
5	Site Visit & Presentation #3	10%

LETTER GRADES:

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

<i>Percentage</i>	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 at mitchell@camosun.bc.ca

3. Site Visit & Presentation #1 10%

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. Due to COVID19, this may not be possible and if so, please research agency website to gather your information. You will need to collect information on the following questions and we will talk about this assignment more in class:

- What services and/or programs does this agency offer?
- Who are the people served by the agency?
- What is the agencies mission, values, vision?
- Is their space or website inviting to Indigenous peoples?
- How are they governed/profit or non-profit status?

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	

4. Wellness for the Homeless Assignment 20%

In this assignment you will plan and work with the Downtown Homeless Coalition to prepare wellness packages to be distributed to the Aboriginal Homeless population in the Greater Victoria community.

- a. Research and visit the Downtown Homeless Coalition
- b. Plan and organize packages with the Downtown Homeless Coalition

ELABORATION:

1. You will do all of the planning around creating wellness packages for the Downtown Homeless Coalition. You will arrange a meeting with staff at the coalition to begin planning and organizing. This involves deciding who will do what tasks. All items to be will be paid by the program.
 - What will wellness packages include?
 - Who will do what tasks?
 - How will you distribute the packages?
 - Who will be your contact from the agency?
 - Will you need a gift or honorariums for anyone?
 - What kind of message will go with Wellness Packages?

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 mitchell@camosun.bc.ca.

b) Site Visit & Presentation #3 10%

In this assignment you will:

- a. Interview the Manager, Director, or Program Leader in the agency. (In person, zoom, telephone, face-time or skype).
- b. Use effective and respectful communication skills.
- c. Demonstrate professional behaviours.
- d. Gather information about social services agencies.
- e. Use interview skills to gather information from social service users and providers.
- f. Ask them about how their agency engages in social justice issues and what does social justice mean to them?
- g. Describe how social service practitioners can be agents of change.

ELABORATION:

1. Group Three Agency Visit: With your group members, undertake an investigation of a social service agency focusing on social justice issues the agency of your choice engage in. You will begin to focus on how issues of **social justice** impact your chosen agency. 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?

1) Group Presentation: With your small group, organize your data and present it in an oral or 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 at mitchell@camosun.bc.ca

SCORING GUIDE FOR VISIT # 3

Criteria	Ratings			
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, 08	Program Orientation Getting to know one another House keeping Online learning strategies Students will be invited to teams or zoom meeting
Sept, 15	Discuss assignments, Identify groups, Roles and Responsibilities. Review course outline. Orientation to Self in Practice Talk about Professionalism Colonization, role of social work in colonization. Students will be invited to teams or zoom
Sept, 22	Readings: Seeking Mino-Pimatisiwin: An Aboriginal Approach to Helping Chapter One: Remembering Where I Came From Links to articles and interviews that center us in our work

	Identify links to agencies for students to consider
Sept 29	Site visit #1 In small groups in community visiting agencies.
Oct, 6th	Site Report #1 due. Student Presentations
Oct 13	Readings: Seeking Mino-Pimatisiwin Chapter Two: Eurocentrism, Colonization, and Resistance
Oct, 20th	Guest Speaker: Addiction and Recovery with Kevin Barr Planning for the breakfast for the homeless
Oct, 27th	Site #2-Wellness and the Homeless October 27 th
Nov, 3rd	Readings: Seeking Mino-Pimatisiwin Chapter Three: Foundations of an Aboriginal Approach Guest Speaker to be announced
Nov, 10th	Ethics, Professionalism and Confidentiality Readings: Seeking Mino-Pimatisiwin Chapter Four: Deepening our Understanding
Nov, 17th	Site Visit. #3 In small groups in community visiting agencies of students choice
Nov, 24th	Site Report #3 Student Presentations
Dec 1st	Site Report #3 continued Self Care and personal Wellness
Dec 8th	Closing class and review

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.