



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

IFS 119
Circle & Elders' Teachings 2
Winter 2013

COURSE OUTLINE

Course Description

This course consists of weekly circle-based discussions and debriefing sessions for program students, staff and faculty. On regular occasions, Indigenous Elders will join the circle to share their wisdom and oral traditions.

⚡ *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

Instructor: Ruth Lyall
Office Hours: by appointment
Location & Time: Wilna Thomas 202, Wednesdays, 2:30 – 3:50
Phone: 250-370-3129
Email: lyallr@camosun.bc.ca

Intended Learning Outcomes

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

1. Respect the circle process as a critical component of the IFS program
2. Participate regularly in circle discussions
3. Provide contributions to circle discussions in a manner that contributes to the learning and development of all those involved.

Required Materials

The Sacred Tree

Course Content

- 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

Course Content and Schedule

*Schedule may change based on availability of resources and potential guests

Session One:	January 9	5%
Session Two:	January 16 Grief & loss Guest: Gerry Ambers	5%
Session Three:	January 23 Check-in Reading from the Sacred Tree: The Story of the Sacred Tree Important Concepts	5%
Session Four:	January 30 Guest: Peter Morin	5%
Session Five:	February 6 Check-in Self-in-Relation Journal	5% 30%
Session Six:	February 13 Guests: JB and Earl	5%
Session Seven:	February 20 Check-in Reading: First Principles	5%
Session Eight	February 27 Elder visit	5%
Session Nine:	March 6 How do you define "human service"?	5%
Session Ten:	March 13 Check-in Readings; The Gifts of the Four Directions	5%
Session Eleven:	March 20 What does it mean to be an Indigenous Human service worker?	5%
Session Twelve:	March 27 Elder visit	5%
Session Thirteen:	April 3 What relationships do you hope to Nurture in community?	5%
Session Fourteen	April 10 Last day of Class - Potluck and Celebration!!	5%

Basis of Student Assessment

Respectful & Professional Participation in Circle: 70%

- (a) Human services require a high level of respect and professionalism. You will be expected to conduct yourself in a respectful and professional manner at all times. Attendance is a critical part of learning and a very important part of this course.
- (b) Participation includes asking questions, taking risks and actively participating in class discussions and group work.
- (c) Active Listening is an essential skill. You must be able to hear what people are saying so that you can gain their trust and respond to them in a respectful and appropriate manner.
- (d) Respect and professionalism includes being on time for class; letting me know when you are unable to attend class; making arrangements with me for extensions on assignments; looking for clarification when you are not understanding something and generally communicating in a respectful way when you are having difficulty.

Students who are not able to actively participate in a respectful manner, may be asked to leave the circle until they feel they are able to do so.

Self-in-Relation Journal: 30 %: Due February 6

This 2-3 page assignment (double-spaced) is intended to be an exploration of your strength/gifts and areas of growth in connection to your role(s) within community.

As a future human service worker, how do you see your location within the Indigenous community and your connection to Indigenous ways of knowing and being contributing to your future roles within community? What strengths do you see yourself possessing? What are your areas of growth?

LATE POLICY

All assignments are to be submitted in class on day that they are due. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **5% per day will be deducted for late assignments if prior arrangements have not been made with the instructor.**

A minimum of 75% must be reached to pass this course.

Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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.

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, Student Services or the College web site at <http://www.camosun.bc.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, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies 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>