



CAMOSUN COLLEGE
School of Health & Human Services
Indigenous Family Support Program

IFS 121
Circle and Elders Teachings 2
Winter 2014

COURSE OUTLINE

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.

Ω 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.

1. Instructor Information

Instructor: Sandee Mitchell
Class time: Tuesday, 1:30-3:20 at **WS' ANEC'**
Office Location: **WS' ANEC'** School Board
Office Hours: Tuesday, 3:30-4:30
Phone: (250) 370-3124
Email: mitchell@camosun.bc.ca

2. Intended Learning Outcomes

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

1. Respect the circle process as a critical component of 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.

3. Required Materials: No textbooks required.

4. 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

Session One	Welcome Back
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January 7, 2014	Review Course Outline
Session Two Jan 14th	Discussion about who we are going to invite into circle this semester Planning for Elders
Session Three Jan 21st	Gift Making
Session Four Jan 28th	Elder in Class TBA
Session Five February 4th	Check in Reflection One Due
Session Six Feb, 11th	Elder in Class TBA
Session Seven Feb, 18th	Check-in TBA Reflection Two Due
Session Eight Feb 25th	Elder in Class TBA
Session Nine March 4th	Check-in Reflection Three Due
Session Ten March 11th	Elder in Class TBA TBA
Session Eleven March 18th	Check-in Reflection Four Due
Session Twelve March 25th	Elder in Class TBA TBA
Session Thirteen April 1st	Check in Reflection Five Due
Session Fourteen April 8th	End of the Year Elders involved in the class this term and last!

5. Basis of Student Assessment (Weighting)

- Participation: Attendance, sharing of experiences, active participation in-group work, cooperation and supporting others. Participation in a weekly talking circle. 30%
- Bi-weekly personal reflections handed in after elders visit. 50%
- Five to seven page Final Summary paper on learning. 20%

6. Grading System

Competency Based Grading System

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.

7. 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 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>