

INDIGENOUS FAMILY SUPPORT PROGRAM  
IFS 110 2015 Fall  
Self, Family and Community

**Instructor:** Marcey Louie  
**Phone/email:** 370-3299 [louiem@camosun.ca](mailto:louiem@camosun.ca) alternative: 544-2192  
**Class time:** Tuesday, 1:00 to 3:50 at WS' ANEC' Adult Education Centre  
**Office hours:** by appointment at WS' ANEC' School Board

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This course focuses on Indigenous Families across generations. Students are supported to experience, in a very real way, how families are influenced by social, political and economic happenings. Students will be assisted to transfer their knowledge of family at a personal level to their professional role as Indigenous Family Support Workers.

Learning Outcomes:

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

1. Explore various definitions and theories of family across cultures and worldviews.
2. Develop and analyze a genogram that portrays the changes and happenings within families over generations.
3. Identify how the changes and happenings in Indigenous families reflect social, political and economic forces.
4. Discuss how their knowledge of their own family assists them when working with other Indigenous families.

Texts & Materials:

- (a) McDaniel, S. and Tepperman, L. (2015) Close Relations. An Introduction to the Sociology of Families (Fifth Edition).
- (b) Richardson, R.W. (1995) Family Ties That Bind: A Self-Help Guide to Change Through Family of Origin Therapy

**Evaluation of Learning:**

1.	Self-Reflection Paper	30%
2.	Genogram	30%
3.	Family Analysis	30%
4.	Professionalism	10%
		<b>100%</b>

**Self-Reflection Paper (30%)**

Self-awareness is key to being a good family support worker. The better that you know yourself, what your beliefs and values are, the better family support worker you will be. Students will be required to write a 5 page self-reflection paper. Share only what you are comfortable sharing but be sure to include your beliefs, values, your strength, challenges, triggers, and overall your gifts! **This assignment is worth 30% and is due on November 6th, 2015.**

**Genogram (30%)**

Students will create a Genogram of their family of origin, or the family that they were raised in, using knowledge and information gathered from readings, in-class discussions and family research. You will be required to record a three to four generational genogram, recording as many symbols, dates and relationship lines as you are comfortable sharing.

You will also incorporate the social and political context down the side of your chart as it relates to your genogram. You can be as creative as you want with your genograms adding photos, symbols, and color, as you like. **This assignment will be worth 30% of your grade and is due on Nov 3, 2015.**

**Family Analysis (30%)**

Students will be required to write a paper (5 to 6 pages) summary and analysis of what their genogram is about, addressing the following questions:

What family insights and lessons were gained?

What personal insights did you gain while researching and constructing your genogram?

What role do you play in your family of origin?

How will this information help you as an Indigenous support worker?

**This assignment is worth 30% of your grade and is due on Dec 1, 2015.**

**Professionalism (10%)**

Indigenous Support work requires a high level of professionalism. As a support worker you will be expected to conduct yourself in a professional manner at all times. We will start this professionalism in the classroom. You will be awarded 10% of your grade for this class for the following:

- **Attendance** is a critical part of learning and a very important part of this course.
- **Being Prepared for Class and Participation** includes making sure that you have your readings done and you are ready to talk about them and respond to them. This course outline is your guide to knowing what your readings are for each class, always consult this outline and be prepared for each class. Taking control of your

education is an important part of student life and you will get out of this class as much as you put into it. Asking questions, taking risks and actively participating in class discussions and group work.

- **Active Listening and Professionalism** is an essential skill for Indigenous Support Work 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 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.

### Course Content and Schedule

Session One Sept 8	Welcome and IFS Orientation
Session Two Sept 15	Review Course Outline Discussion of family Class expectations and learning pedagogy. How can we create a positive and safe learning environment? First Nations culture, values, traditions, and ways of knowing as seen through the medicine wheel. Getting started on our Genograms
Session Three Sept 22	<b>Chapters One and Two of Family Ties that Bind</b> Work on self-reflection in class
Session Four Sept 29	<b>Chapters Three and Four of Family Ties that Bind</b> Work on self-reflection paper in class
Session Five Oct 6	<b>Close Relations - Chapter One</b> Families and Family-Like Relationships Work on genograms in class <b>*Self-reflection paper due*</b>
Session Six Oct 13	<b>Chapters Five, Six and Seven - Family Ties that Bind</b> Work on genograms in class
Session Seven Oct 20	<b>Chapter Eight –Family Ties that Bind</b> Community Homelessness Pancake Breakfast
Session Eight Oct 27	<b>Chapter Two: Close Relations</b> Historical Perspectives on Canadian Families <b>Chapter Three: Close Relations -How Families Begin</b> Work on genograms in class Framing the Nitinaht Chronicles
Session Ten Nov 3	Walking through the fire <b>Video: The Nitinaht Chronicles</b> Guest Speaker: Shelley Cardinal Confronting Abuse - Debrief <b>*Genogram due*</b>
Session Eleven Nov 10	<b>Chapter Four - Close Relations</b> Types of Intimate Couples

	Work on family analysis in class
Session Twelve Nov 17	<b>Chapter Five - Close Relations</b> Happy and Healthy Relationships <b>Chapter Six: Close Relations</b> Parenting Handout on Traditional Parenting By Jane Harp
Session Thirteen Nov 24	<b>Chapter Seven - Close Relations</b> Work and Family Life Work on family analysis in class
Session Fourteen Dec 1	<b>Chapter Eight - Close Relations</b> Stress and Violence & Realities of Family Life. <b>*Genogram Analysis Due*</b>
Session Fifteen Dec 8	<b>Chapter Nine -Close Relations</b> Divorce and Ending Relationships Film: TBA Overview

**5. Competency Based Grading System**

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

**Late Policy:**

All assignments must be handed in by 4:30 on the day that they are due. In the exceptional circumstances, students can arrange with their instructor for an extension. This must be done prior to the due date otherwise will be subject to minus %5 of your grade per day.

**Recommended Materials or Services to Assist Students to Succeed Throughout the Course:**

The Aboriginal Education Department, located in Ewing 272, is a valuable resource for you. If you are having difficulty with course content, registration, course selection, funding issues or anything that would get in the way of you being successful in this program, there are First Nations advisors and support people there for you to talk with. To make an appointment with one of the advisors, please stop by the office or call the secretary at 370-3299.

Another good friend to you is Wendy McDonald, she is the instructional Assistant for this course. Please feel free to seek advice or support from Wendy; she can be reached at 544-2192.

Faye Martin will be at WS' ANEC' School Board on Monday afternoon and Tuesday all day to provide support and academic advising as well. Faye can be reached at 250-370-3692.

If you are interested in additional readings related to this course, please see the instructor for suggestions.

Please note that this course outline may change due to resource availability and unforeseen circumstances.

**\*C is the minimum grade for successful completion of IFS 110. All assignments must be complete with a minimum grade of C to meet the requirements of this course.**

I wish you much success on your journey!

