



INDIGNEOUS FAMILY SUPPORT WORKER PROGRAM
IFS 120
Circle and Elder's Teaching 1

Instructor: Sandee Mitchell
Phone/email: 250-370-3124/ 3299
Office hours: by appointment
Class time: Monday 1:30 to 2:50

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.

Prerequisite(s): Program admission or permission of Chair or Program Leader

Course Learning Outcomes:

Upon completion of this course, students 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

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

Evaluation of Learning:

1. Participation: Attendance, sharing of experiences, active participation in-group work, cooperation and supporting others. Participation in a weekly talking circle. 70%
2. Bi-weekly personal reflections. Handed in after elders visit. 30%

5. 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

Course Content and Schedule

Session One Sept, 14th	Icebreaker: Getting to know one another Creating a positive and safe learning environment? Smudging
Session Two Sept, 21st	Orientation Traditional family teachings and importance of family, elders and community. An overview of discussions throughout the term and importance of having Elders involved in academic teachings.
Session Three Sept, 28th	Making gifts for our elders and knowledge keepers The importance of a spiritual connection in our daily lives
Session Four Oct 5th	Elders in class May and Skip Sam
Session Five Oct, 12th	College is closed for Thanksgiving. No classes today!
Session Six Oct, 19th	Elder in class Victor Underwood and Bernadine Mawson Talk about the sweat lodge
Session Seven Oct, 26th	Check in How do we maintain some of our traditional ways and stay true to who we are as Aboriginal people, despite some of the obstacles we have encountered as Aboriginal people.
Session Eight Nov, 2nd	Elder in class Skip Dick
Session Nine Nov, 9th	Sweat at Victor Underwood's
Session Ten Nov, 16th	Elder in class Ruth and George Cook
Session Eleven Nov, 23rd	Check in Elder in Class Victor Underwood coming in to talk about your experience with the sweat.
Session Twelve Nov, 30th	Check in Discussions of death and the impact on the family and community. Ceremonies and traditional ways that are put in place when a death occurs

Session Thirteen Dec, 7th	Elder in class TBA:
Session Fourteen Dec, 14th	Last class Integration Day: What have we learned? All papers due today





**INDIGNEOUS FAMILY SUPPORT WORKER PROGRAM
IFS 120 2015W
Circle and Elder’s Teaching 2**

Instructor: Marcey Louie

Phone/email: 250-370-3299/544-2192 louiem@camosun.ca

Office hours: by appointment

Class time: Tuesdays (January 7th to April 7th) 1:30-2:50

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.

Prerequisite(s): Program admission or permission of Chair or Program Leader

Course Learning Outcomes:

Upon completion of this course, students will be able to:

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

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

Evaluation of Learning:

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| 3. Participation: Attendance, sharing of experiences, active participation in-group work, cooperation and supporting others. Participation in a weekly talking circle. | 30% |
| 4. Weekly personal reflections. Handed in after elders visit. | 30% |
| 5. 20 min presentation on summary of personal learning. | 40% |

◇ **Participation:** 30%

Criteria for grading for participation:

25-30%	Excellent and sustained level of preparation and participation/on time and <u>NEAR</u> perfect attendance.
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- 20-25% Good participation, preparation and a high level of attendance.
- 10-20% Fair level of participation, and preparation with noticeable absences.
- 0- 10% Minimal participation or preparation, often off task, noticeable absences.

A. 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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

5. 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

Course Content and Schedule

Session One	<p>Elder in class Welcome for all students by Coast Salish Elder. Icebreaker: Getting to know one another Creating a positive and safe learning environment?</p>
Session Two	<p>Orientation Traditional family teachings and importance of family, elders and community. An overview of discussions throughout the term and importance of having Elders involved in academic teachings.</p>
Session Three	<p>Personal responsibility for your own education.</p>
Session Four	<p>Elder in class Exploration of aboriginal identity, on and off reserve.</p>
Session Five	<p>Creating community in educational environments.</p>
Session Six	<p>Creating links between oral history and education today.</p>
Session Seven	<p>Elder in class Importance of Maintaining Traditional ways of knowing,</p>
Session Eight	<p>Cultural identities in the urban environment. Maintaining cultural connections.</p>
Session Nine	<p>Self care.</p>
Session Ten	<p>Importance of aboriginal presence and representations in urban professional environments, to support individuals who live away from their communities.</p>
Session Eleven	<p>Elder in class Student presentations:</p>
Session Twelve	<p>Student presentations:</p>
Session Thirteen	<p>Student presentations:</p>
Session Fourteen	<p>Elder in class Integration Day: All papers due. Celebration of with all Elders involved in the classes for the term – providing thanks to all the Elders</p>