

**Camosun College**  
**Indigenous Family Support Program**  
**IFS 140 – Introduction to Practice    Fall 2015**



- **INSTRUCTOR:** Sandee Mitchell
- **CLASS TIME:** Tuesday 9:30 to 11:20
- **LOCATION:** WSA NEC
- **OFFICE HOURS:** 11:30 to 12:30
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**COURSE DESCRIPTION:** This course introduces students to the basic skills, knowledge, attitudes and values necessary to function as an Indigenous family support practitioner. Students will begin to examine the responsibilities and obligations of the family support role. Students will also be introduced to agencies and services for Aboriginal families.

**COURSE LEARNING OUTCOMES:** Upon completion of this course, students will be able to:

1. **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.
2. **Discuss** the importance of working within ethical and legal boundaries.
3. **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.
4. **Communicate effectively** and clearly in a variety of contexts.
5. **Use non-violent communication** when interacting with Indigenous families and others.
6. **Discuss** the importance of working effectively as part of a team to identify access and utilize resources.
7. **Describe** some positive, strength-based supports for assisting individuals within diverse learning environments.
8. **Utilize** effective approaches to stress management, self-care and safe practice.

**TEXT:**

- ◇ Strong Helpers Teachings:
- ◇ 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	42%
2	Personal reflections on (site visits #1-3)	18%
3	Site Visit & Presentation #1	10%
4	Site Visit & Presentation #2	10%
5	Site Visit & Presentation #3	20%

### LETTER GRADES:

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

<i>Percentage</i>	<i>Grade</i>	
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:

- 20-30 % 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 Reflection** (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 are you proud about your contribution 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. **I will only accept submissions for seven days after your group’s presentation.**

**3. Site Visit & Presentation #1 10%**

Group Visit: 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. To gather your information you might observe the waiting room, the intake procedures, the front line workers who deal with individuals, the mix of folks sitting in the waiting room or using the facilities, etc. You may want to have an informal chat with someone in the waiting room or outside the agency. You will need to collect information on the following questions:

- What services does this agency offer?
- Who are the people served by the agency?
- What messages does the physical setting of the agency give?
- What is the atmosphere and tone of the interactions between individuals and service providers?

1. Group Presentation: With your small group, analyze all of your individual data to find common themes and differences. Together, create an oral/visual presentation to share with the class. This presentation should last no more than 30 minutes. Choose a presentation format that suits your audience and information.
2. Group Report: Using a clear organization, describe your findings in a 1-3 page typed report. Hand in after your presentation.

Scoring Guide Site Visit #1 and #2

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	
Search out and find appropriate published social service information for the local community	1	2	3	4	5	
Accurately gather social service information using observation skills	1	2	3	4	5	
Gather accurate social service information using effective interview skills	1	2	3	4	5	
Does the agency have a code of ethics? Do you have a copy	1	2	3	4	5	
How would you describe the working conditions of staff?	1	2	3	4	5	
How does the agency use volunteers?	1	2	3	4	5	
What challenges does the organization face?	1	2	3	4	5	

#### 4. Site Visit & Presentation #2 10%

In this assessment you will:

- a. Report on the purposes, philosophies, and target populations of selected local social service organizations.
- b. Demonstrate professional behaviours.
- c. Use research skills to gather published information related to social service providers.
- d. Use observation skills to gather information about social services agencies
- e. Use interview skills to gather information from social service users and providers

Elaboration:

1. Group Visit: With your group members, you will undertake an investigation of a social service agency of your choice. You will collect data by conducting a site visit and by reviewing print and electronic documentation. Your site visit will consist of an interview with a staff member and/or a volunteer. Use the documentation to expand and verify your site visit data. You will need to collect data on the following questions:

- What type of agency is this? (private for profit or non-profit)
- Who are the people served by the agency?
- What are the mission, goals, and objectives of this agency?
- Is there a code of ethics to guide practice?
- What services are offered by the agency?
- How does the agency use volunteers?
- How would you describe the atmosphere and tone of the agency?
- Where does this agency get its funding from?
- What challenges does the organization face?

Before conducting your site visit, draw up interview questions with your group members. You will also need to compose a telephone script for the initial contact with the agency and rehearse it

with your group members. Don't forget to think of an appropriate way to acknowledge the time and effort of your interviewee.

2. Group Report: With your group members, write up a 3-4 page typed report that describes the findings of your data collection. Use the previous headings to organize your report. Your report should also include:
  - A copy of interview questions
  - The contact telephone script
3. Group Presentation: With your small group members, prepare your data into an oral 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.
4. 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?
5. Email your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

## 5. Site Visit & Presentation #3 20%

In this assignment you will:

- a. Report on the purposes, philosophies, and target populations of selected local social service organizations.
- b. Identify and begin to evaluate a range of practices and issues related to services and supports.
- c. Use effective and respectful communication skills.
- d. Demonstrate professional behaviours.
- e. Use research skills to gather published information related to social service providers.
- f. Use observation skills to gather information about social services agencies.
- g. Use interview skills to gather information from social service users and providers.
- h. Describe how principles of social justice are demonstrated by selected agencies.
- i. Describe how social service practitioners can be agents of change.

Elaboration:

1. Group Visit: With your group members, undertake an investigation of a social service agency of your choice. You will begin to focus on how issues of social justice impact your chosen agency. You will collect data by conducting a site visit and by reviewing print and electronic documentation. 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?
- What do the employment prospects within this agency look like for you? What about a potential practicum placement?

Your report should be 300-500 words.

2. Group Report: With your group members, write up a 1-2 page typed report that describes the findings of your data collection. Your report should also include a copy of interview questions
3. Group Presentation: With your small group, organize your data and present it in an oral 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.
4. 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?
5. Email your personal reflection to me. **I will only accept submissions for seven days after your group's presentation.**

Scoring Guide for visit # 3

<i>Criteria</i>	<i>Ratings</i>			
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

~IFS 140~

Sept, 15th	Program Orientation in Cultural Center Welcome to Indigenous Family Support Worker Program
Sept, 22	Orientation, How and why of assignments, Identify groups. Roles and Responsibilities. Review course outline, assignments and introduction to Self in Practice Orientation to course
Sept, 22	Talk about Professionalism Colonization, role of social work in colonization. Text Book: Strong Helpers Teachings Chapter One: Starting at the Beginning
Sept, 29	<b>Site visit #1</b> In small groups in community visiting agencies.
Oct, 6	Site Report #1 due. Student Presentations
Oct 13	Turning Anger into Activist Power Help for helper/self-care Text Book: Strong Helpers' Teachings Chapter Two: The self is always first in the circle
Oct, 20	Guest speaker: Thea McDonagh From Taps Society Topic: Poverty and the family
Oct, 27	<b>Site Visit #2</b> In small groups in community visiting agencies.
Nov, 3rd	Site Report #2 due Student Presentations
Nov, 10th	Ethics, Professionalism and Confidentiality Text Book: Strong Helpers' Teachings Chapter 3-Current Theories and Models of Social Work as Seen through Indigenous Lens
Nov, 17th	Guest speaker: Topic: <b>Professionalism</b> Nella Nelson Aboriginal Nations Education Coordinator and IFS Program Advisory Member 250 475-4123/24
Nov, 24th	Site Visit. #3 In small groups in community visiting agencies of students choice
Dec 1st	Site Report #3 Student Presentations.
Dec, 8th	Deepening our understanding, Values and Ethics Chapter 5 of Strong Helpers Teachings

Note: Subject to change based on the availability of resources or learning needs of students. Site visits must be completed in time allocated on Tuesday and Wednesday, weekends or after school hours.